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ABSTRACT

Development of four pilot units for an integrated, content-based second language curriculum for Taipei American School, Taiwan reported. Units were adapted from an existing mainstream middle school social studies curriculum, and are designed for beginning students of English as a Second Language (ESL), particularly in international schools. An introductory chapter makes an analogy between the curriculum and a racecourse, with the teacher as coach, and discusses challenges in developing curricula for this population. The second chapter outlines a new framework and explains specific aspects, including integration of content and language instruction, avoiding fragmentation of knowledge, using themes and literature-based units, exploiting content, using story-telling, attending to metacognition, and assessing student progress and program effectiveness. Chapter 3 looks at the cognitive and social needs of middle school students in greater detail. Chapter 4 describes and presents the four pilot units. All four are based on themes of comparison: creation/destruction; selfishness/sharing; integration/segregation; and survival/death. Evaluation of the units is discussed in the final chapter. Appended materials include an ESL materials publisher/distributor list, an essay on integrated curricula, the original curriculum, ESL objectives, learning strategy chart, and a writing assignment. Contains 162 references. (MSE)

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ED 376 694

AN INTEGRATED, CONTENT-BASED CURRICULUM FOR BEGINNING LEVEL ENGLISH AS A SECOND LANGUAGE LEARNERS OF MIDDLE SCHOOL AGE: FOUR PILOT UNITS

By

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ABSTRACT

This thesis describes the designing of four pilot units of an integrated, content-based curriculum adapted from broad concepts of an already existing mainstream social studies curriculum. This curriculum is for beginning English as a second language learners of middle school age. It is intended for language teachers who work in academic settings, especially international schools, with middle school students. The author's assumptions and rationale for such a curriculum are defined, and four pilot units are presented and explained. This paper also includes some of the class materials for the four units, including evaluation procedures. This thesis concludes with a discussion of insights gained from implementing the curriculum and ideas of future directions which the design of the curriculum might take.

DESCRIPTORS USED BY ERIC/CLL

Content-based Instruction
Curriculum Development
Curriculum Guides
English (Second Language)
Instructional Materials
Second Language Instruction
Second Language Learning
Teacher Developed Materials

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1
An Introduction

> The classroom should be an arena of adventure and discovery, where students come to understand the physical, social and life sciences, as well as the history and cultural heritage of both the Western and Asian traditions. . . . Through . . . commitments to excellence, personal development, and international awareness, [Taipei American School] TAS hopes to develop clear-thinking, articulate, and humane young people who will be able to function confidently and responsibly in the increasingly important intersection of East and West. (Taipei American School, 1991, p. 7)

Creating a Racecourse--An Arena of Adventure and Excitement

Tremendous excitement courses through the veins of participants, coaches, and spectators as they take their designated places in anticipation of a race and await the outcome of specific goals that they all hold in common. Significant time and energy go into the preparation for any race. Responsible individuals plan out a racecourse that challenges and addresses the goals of the racing participants--be that racecourse a derby or a track and field event. Winning motivates the participants, and preparing the contestants drives the coaches.

Defining "Curriculum"

The word "curriculum" itself means racecourse in Latin. This derivation suggests that various forces drive any given curriculum and that responsible individuals design it to accomplish specific goals such as those outlined in the mission statement of Taipei American School (TAS), located in Taipei, Taiwan where I teach. A major difference between the goals of a race where only one person or team wins and the educational "race" is that educators, parents, and all concerned parties must construct the latter racecourse to ensure that *all* participants can be *winners*.

Viewing Educators' Role as Coach

The image of a curriculum as a racecourse with coaches allows us educators to view our role not just as imparters of knowledge but as facilitators of students' learning. We assist students in making meaning out of what is going on around them. Students who are learning English as a second language (ESL) for academic purposes have additional challenges beyond native English speakers to make meaning in their academic environment. They enter the racecourse with a need to learn another language to be able to successfully complete the course set before them.

Delineating Teaching Setting and Student Population

Taipei American School (TAS) offers an American curriculum in an international setting, and students receive all instruction in English, except in foreign language classes. TAS serves the educational needs of expatriate children, a number of whom must learn English so that they can enter the mainstream classes. Many of these students come from non-English speaking, foreign countries as a result of their parents' business transfers. TAS's Middle School limits its enrollment of ESL students to approximately twenty percent although the actual percentage enrolled at any given time often falls below that figure. Some ESL students receive lowest priority in the admissions policy because of present capacity enrollment and a growing waiting list.

Even though our "ESL" students often speak in their native language when they leave the classroom, they must negotiate their academic work in English on a daily basis. They are exposed to English six hours a day and must do one to three hours of homework daily. These students have much more exposure to English than those who study in special language schools (often called cram schools) throughout the island only an hour or two a week. As a consequence, our "ESL" students are not English as a foreign language (EFL)

students because they study in English as the medium for their academic work, even though the languages outside the school are the languages of the host country (for Taiwan, the languages are Taiwanese and Mandarin). Possibly the best term to use for this population would be English as a second language, International Schools (ESLIS) (Rojas, 1994, p. 12) since the students are clearly a unique category, neither ESL nor EFL.

My department is called an ESL department in its own context. (I will, however, add the International School designation for clarity sake.) It is not just an ESLIS department, however; it is a "middle school" ESLIS department. With the addition of the two words "middle school" comes a significant challenge. For those of us who teach ESLIS, the middle school population provides a special undertaking of understanding.

Understanding the Dearth of Engaging ESLIS Curricula for Middle Schoolers

Boisterous, energetic and volatile--middle school, beginning second language learners chomp at the bit. Presently they enter a second language "race," jumping unnecessary curricular hurdles where the racecourse has historically not been investigated thoughtfully in relationship to this special population. Most curricula designers either place the middle schoolers under the elementary banner or fold them into the secondary population. Yet middle school students are neither elementary nor high school students. They stand in the middle--and they deserve their own exciting, dynamic curriculum that reflects their unique position in life. Little creative curriculum has been designed to meet these students' special developmental needs and interests, leaving a dearth of middle school ESLIS curricula. There is little to help ESLIS students learn not only the English language but also to get them involved in the world around them and to be successful in their

academic pursuits. For these things to happen, any curriculum must engage their whole being.

Scrambling to Engage ESLIS Students

The dearth of captivating curricular materials leaves us as ESLIS teachers scrambling to design stimulating racecourses which will involve middle school students in a second language learning experience that goes beyond just the language itself. A scrambled course design fragments students' overall impression of learning, leaving them with bits and pieces rather than a desirable unity of knowledge. This fragmentation occurs because too often we cannot find reading materials appropriate for this age level. High-interest, low-reading-level books in English for middle school students remain sadly scarce, especially for those students who are just acquiring literacy in a second language or are low beginners in their new language. Although some of the major publishers that produce ESL materials have entered the field of high-interest, low-reading level books now that ESL enrollment is increasing in the United States (Walling, 1993), not much is presently available. (See Appendix A for a "starter" list of publishers.)

As teachers of beginning language minority students, we often have to use literature written for native English speaking, elementary students to get materials that our students can read and comprehend. Although some adolescent beginning language learners enjoy these materials because when they can actually read something, they feel good, others prefer materials more in keeping with their age-level interests. They want materials that engage them.

A possible alternative to using elementary school material is to use some middle school materials written especially for beginning ESLIS students. Most of these fail, however, to engage students because they are often watered down and use inauthentic language. No authentic reading material

would limit the verb tense to present progressive, for example, but many beginning ESLIS readers do just that. These contrived materials, intended to practice a grammar point, seldom invite interest among middle school students.

> Even where real (i.e. new) information is given in 'EFL'[ESLIS] texts, we are not always offered a plausible piece of text. [These] texts . . . are over-informative. . . . While such texts may legitimately serve the purpose of reinforcing areas of the language system of English for second language learners, they cannot really count as reading. They are not likely to motivate learners to become readers in the second language. (Wallace, pp. 153-154)

Avoiding Contributing to Limited English Proficient (LEP) "Forever" Students

Not to motivate middle schoolers most certainly loses them--and quickly. Our job as teachers/coaches is to stimulate, not to bore these language learners, or the students will have less of an opportunity to succeed to their fullest potential and may possibly join the growing population of limited English proficient (LEP) students who will be, as Cheng (workshop at Taipei American School, October 1992) states, LEP forever--dropped into the crack between their native language and their second language and not able to function proficiently in either. This usually occurs when students do not keep studying their first language to acquire native proficiency in that language, and they do not acquire proficiency in English either. "For bilingual students, the degree to which proficiencies in both L1 [first language] and L2 [second language] are developed is positively associated with academic achievement (Office of Bilingual, Bicultural Education, 1982, p. 7)." (cited in Figueroa, 1986, p. 683)

In the United States, many of these students drop out--or are pushed out--of school as they enter high school and are thus denied opportunities for participating successfully in the world around them (Bennett 1986; Duran 1983; O'Malley and Schmitt 1987, cited in Rigg & Allen, 1989)--that very world for which we want to prepare them. Though I have no statistics for a "drop-out rate" for ESLIS students in international schools, I know that in a school such as Taipei American School one or two students a year, usually in the Upper School, are asked to leave when they do not show rapid enough progress in acquiring English language proficiency to compete in the rigorous academic, English-speaking environment.

Understanding Basic Interpersonal Communication Skills (BICS)

Having students participate fully in the world around them concerns all ESLIS teachers. It involves developing both the students' basic interpersonal communication speaking skills (BICS) and cognitive academic language proficiency (CALP). BICS are important for academic success in that teachers expect students to participate verbally in classes to demonstrate comprehension and academic excellence. BICS are "the ability to carry on everyday conversation" (Kraus, 1993, p. 245), and are, according to Cummins (1992), acquired by language minority students from the formal and informal language of the environment. They "involve concrete language. It is cognitively easy and typically used in social contexts wherein meaning is attained through multiple, contextualized clues. (Figueroa, 1986, p. 684). For example, ESLIS students must follow directions in class to be successful. When they sit in class, and a teacher takes out a book and says, "Take out your book and turn to page 130," they gain clues from the actions of the teacher and their environment. BICS also include "accent, fluency and sociolinguistic competence." (Clair, 1993, p. 203) For example, ESLIS students need to know the socially

accepted language of asking permission to do something. Cummins (1983) claims that most students develop these social interactive skills in about two years. (cited in Rigg & Allen, 1989) The rapid progress in proficiency in BICS can deceive people into thinking that students are more proficient in the second language than they are. Students gain understanding through experiential learning which "involves observation, firsthand experience, demonstrations, imitation; in general, doing things." All too often we ESLIS teachers judge our students' language proficiency on the basis of their BICS and consequently mainstream them prematurely. At this point, however, they are not ready to handle the academic demands put upon them in the mainstream classroom.

Understanding Cognitive Academic Language Proficiency (CALP)

Judgment of proficiency should be based more on cognitive academic language proficiency (CALP). Levine (1993) defines CALP as the "language of the textbook" (p. 75) because the syntax and sentence structure is not commonly heard in oral language and is therefore more difficult to comprehend. CALP involves more "abstract, decontextualized uses of language with school language and verbal IQ test language as excellent examples." (Figueroa, 1986) This is the language of negotiation of meaning in the classroom; it is the instructional language coming to students "through listening to the teacher, discussion and reading." (Kraus, 1993, p. 244) and, in contrast to experiential learning of BICS, is referred to as expository learning that requires higher-order thinking skills, such a synthesizing, evaluating, and persuading. Academic language skills take two to three times longer to develop than social interactive language (Collier 1987; Cummins 1983; Saville-Troike 1984). (cited in Rigg & Allen, 1989) It takes five to seven years to acquire the needed academic language appropriate for the students' grade

level. (cited in Rigg & Allen, 1989). Interestingly, CALP "is only acquired in school settings through academic content." (Clair, 1993, p. 20)

Cummins (1981) studied second language acquisition in the immersion programs in Canada, and Collier (1987) studied programs in the United States. As of yet, no study has been done to reflect the number of years it takes international school or private school second language learners to acquire academic English. Guesses are that it takes an average of around three to four years, as compared to the five to seven. (Rojas, workshop, 1994) Recognizing the importance of academic language to the overall school program for ESL students, Cheng (1992) renames the "S" in ESL as School so ESL becomes English as a "School Language." Though implying academic language, this does not deny the need for interpersonal communication skills. The fact is that BICS may be acquired two to three times more quickly than CALPs, so a teacher can assume that they will be in place by the time students are proficient enough in their second language to be mainstreamed.

Saville-Troike (1984) found that too much emphasis on interpersonal communication speaking skills can actually hinder academic learning, especially in the area of writing. Writing is often the last skill area to be added to the "traditional ESL litany of listening-speaking-reading-writing." (p. 217). She says, "If in teaching ESL we fail to teach the language needed to succeed in the regular classroom, we have failed in our first responsibility--which is to our students." (p. 217)

Becoming Peer Competitive

We want to succeed in our first responsibility and teach the language needed to succeed in the regular classroom. To be peer competitive (Rojas, 1994) is for students to be able to hold their own in a regular classroom. For language minority students, this involves several specific things. First, they

have to manipulate the surface structures of the four skill areas of reading, writing, speaking and listening adequately enough to be understood. This does not imply perfection, but it does imply "minimally three types of competence: grammatical, sociolinguistic and strategic," (Clair, 1993, p. 203) on the part of the ESLIS students, demonstrated adequately enough to make their meaning comprehensible. They need to be able "to tackle unfamiliar written materials with native-level ability [where students] need to discern content and meaning based on experience and familiarity with how the language works." (Walling, 1993, p. 17) Second, they must be able to comprehend the language of classroom instruction. The higher the grade level, the more abstract the language of instruction is, i.e, decontextualized language. "The American way of schooling requires such strategies as responding in terms of the logic of the text rather than in terms of prior knowledge, asking questions, and volunteering comments--all strategies that are learned, context-bound, and culture specific." (Cheng, 1991, p. 102) This, of course, implies adequate academic language preparation. Finally, students must be able to express themselves and hold their own ground in class participation

The middle school years are crucial to captivating students and involving them in the race of their own learning. For ESLIS students, this learning needs to be in more than just language learning. It must take place in a framework of a curriculum designed especially to link middle school language learners to their academic education.

Mainstreaming Students to Greatest Extent Possible

A goal of TAS, articulated in its strategic plan, is to "mainstream all students to the greatest extent possible, while ensuring that their special needs are adequately serviced." (p. 8) A curriculum that blends current research in language acquisition together with recent trends in curriculum development

can expose ESLIS students to mainstream course content and the flow of "regular" school life.

ESLIS students, put into separate intensive language learning situations, such as the half-time segregation of the ESLIS students at TAS, may often not feel part of the mainstream school environment. "Many programs for ESL students tend to isolate students who are receiving specialized support services, both restricting the range of instruction and slowing its pace" (Perlman 1990, cited in Kraus, 1993, p. 25). Carter and Chatfield (1989) indicate that research on effective schools clearly shows that involvement of all students in the general school curriculum stands as a crucial factor in quality education for the linguistically and culturally diverse students. (cited in Kraus, 1993) This is not to imply mainstreaming ESLIS students who are not ready. What it does imply is using aspects of the mainstream curriculum in the ESLIS curriculum. Hamayan (1993) states,

> When the ESL teacher uses a topic from a content area . . . to develop students' proficiency in ESL, it gives ESL students more direct access to the mainstream curriculum. Insofar as the education of ESL students is an integral part of a school's general instruction, and insofar as the delivery of content area instruction is one of the key components of ESL students' education, the integration of language and content instruction becomes essential (Hamayan 1990). (p. 25)

The Council of Chief State School Officers (CCSSO, 1992) notes that "for limited English proficient (LEP) students success in school hinges upon gaining access to effective second language learning opportunities, and to a full educational program (p. 4)." (cited in Short, 1994, p. 628) Short (1994) says that

> providing students opportunities to use language in meaningful contexts--studying the academic subject matter while they develop language proficiency--teachers create an ideal learning environment for facilitating the transition of these students into mainstream courses. (p. 629)

To achieve an "ideal learning environment," I have taken parts of TAS's sixth grade social studies curriculum as the stepping off point for content of an interdisciplinary curriculum for beginning levels of middle school ESLIS students. I have, however, also added literature aspects that are part of the sixth grade's Language Arts curriculum. The resulting type of curriculum could provide ESLIS students with a greater opportunity to be part of the action of the mainstream curriculum and thus gain confidence as they become more conversant in topics their mainstream peers discuss.

Accomplishing a Major Goal

This curriculum accomplishes a major goal of developing "an interdisciplinary and holistic curriculum which emphasizes the unity of knowledge" (Taipei American School, p. 8) as mandated in TAS's strategic plan. The intent, however, is to do more than provide units for a curriculum for one particular school. I hope that it will help fill a gap that exists in curricula for beginning ESLIS language learners of middle school age. I hope, too, that it will be sufficiently clear to encourage other teachers of ESLIS students to adapt aspects of already existing curricula in their own schools and/or to use parts of this curriculum to engage these young language learners in the world around them.

Presenting an Overview

Chapter 2 provides the philosophical basis for my convictions about the value of an integrated, content-based curriculum for second language

learners. Chapter 3 defines the middle school students as a special population and gives an overview of their cognitive, including linguistic; psychological; emotional; and physical characteristics. Chapter 4 presents four pilot units of the adapted curriculum for beginning middle school language learners, and in Chapter 5, I discuss the insights I gained from implementing the pilot units and what I see their future to be.

2
A Framework

I teach a beginning level class of middle school ESLIS students at Taipei American School approximately 180 minutes a day. I am responsible for their total program of ESLIS instruction in a "segregated" ESLIS track (Rojas, 1994, p. 46). At TAS a segregated track separates the second language students from mainstream students in language arts, social studies, and science until students reach a certain language proficiency. ESLIS students take an ESL science class at the third level and join mainstream science at the fourth level, each level being only one semester. Students become fully mainstreamed when they pass a battery of proficiency tests, including a writing sample, to enter mainstream language arts/social studies. The mainstream language arts teachers evaluate the proficiency writing sample to judge its adequacy. At TAS, middle school students enter mainstream math, art, music, and physical education on the first day of school. They earn their placement in mainstream math as a result of mathematical proficiency testing. Because of my unique position of being the only ESLIS teacher in my department having one group of students for 180 minutes a day, I have been able to integrate the four major language skills of reading, writing, speaking, and listening and focus on the cultural aspects at any and all junctures.

In any given semester, the more advanced ESLIS students in our program receive their ESLIS instruction from two to three ESLIS teachers in the department. The courses are divided into the logistically more convenient, though not logical, designations of reading, writing/structure (grammar), and speaking/listening. (See Kumaravadivelu, 1994 for discussion against separation of skill areas.)

Emerging Pattern

Handed as the curriculum only language objectives in all four skill areas and a list of books, I scrambled to develop a meaningful teaching style that would meet the objectives with the resources at hand. I ferreted out audio-visual materials from the school's well-stocked audio-visual section of the library to supplement the curriculum, especially the speaking and listening portion of it. As I taught and reflected on my teaching, I observed that the more I connected my students' language learning to content in a thematic unit, the more they became motivated and learned, not only the content, but the English necessary to manipulate the content. I found myself integrating the basic language skills in an interdisciplinary approach.

Clarifying the Term Integration

The term integration has been used in so many ways in both ESL and language arts literature that it is important to clarify the term for the purpose of this paper.

- **Integrating the Four Language Skills**

Integration is used extensively in both ESL and language arts literature to mean the teaching of the four commonly cited language skills of speaking, listening, reading and writing as a whole, rather than as separate skills. (Enright & McCloskey, 1988), and I also mean this.

Kumaravadivelu (1994) emphasizes that skill separation, as often done in our programs, is outdated. He says that

> although more classroom-oriented research is required to determine the full impact of integration/separation of skills, all available empirical, theoretical, and pedagogical information points to the need to integrate language skills for effective language teaching. (p. 39)

We as ESLIS teachers need to take whatever steps necessary to insure the viability within our departments to integrate the language skills in our courses.

When I think of students needing to be meaning makers, then I think of the need for holistic ESLIS instruction that complements the integration.

> One reason it is easier to learn holistically rather than in small units is that whole language carries more meaning than do isolated units that make up language, and meaning is a key element in learning. . . .The holistic view of language is also appropriate in that with real language use, all components of language are simultaneously present and interacting with one another. (Hamayan, 1993, p. 21)

- **Integrating Culture**

In any curriculum development, I feel it is crucial to add a fifth dimension--that of culture (Damen, 1987) to the second language skills discussed above. Hamayan (1993) says, "ESL teachers need to be aware of the fact that they are teaching culture simultaneously with language." (p. 28) Damen (1987) says, "The current dedication to the development of the communicative competence of language learners mandates the development of intercultural communicative skills and an understanding of the processes of culture learning on the part of students and teachers alike." (p. xvi) Thus, teaching culture is not optional; it is integral.

Because almost all ESLIS classrooms are multicultural, integrating culture means tapping all the resources available in the classroom, especially the students.

> Most [second language] L2 classrooms are not monocultural cocoons but rather multicultural mosaics in which cultural knowledge is likely to diverge based on learners' cultural and linguistic background as well

> as ethnic heritage, class, age, and gender (Tanner, 1992). (cited in Kumaravadivelu, 1994, p. 41)

Kumaravadivelu (1994) also cites various advantages to the multicultural approach such as dispelling stereotypes, raising students' self-esteem and providing a context in which content rather than form is the focus of instruction and interaction. Cummins (1982) indicates that poor school performance of minority group children may be linked to ambivalence or hostility toward the majority language and culture. It could be possible that incorporating culture teaching of the language groups represented in any given class could help validate the ESLIS students' own backgrounds and aid them in overcoming their ambivalence toward the target language. They would then be more successful language learners.

- **Integrating Language and Content**

Integration is not limited just to skill areas in the field of second language teaching. Hamayan (1991) describes the marriage of language-teaching aims to content as integration. In this way content-based instruction is defined as the

> *integration* (italics mine) of particular content with language-teaching aims. More specifically it refers to the concurrent teaching of academic subject matter and second language skills. This *integration* (italics mine) aims at eliminating the artificial separation between language instruction and subject matter classes that exist in most educational settings. (Brinton, Snow, Wesche, 1989, p. 2)

Second language research (Genessee, 1987) suggests that students' motivation to learn increases when they are learning something interesting and language is a means to an end rather than an end in itself. "Classroom experience and second language acquisition theory both tell us that rich second language

input in relevant contexts is the key, where the attention of the learner is focused mostly on the meaning rather than on the language. (Allen, Carroll, Burtis, & Gaudino, 1987; Stern, 1978, 1987)." (cited in Brinton, Snow, & Wesche, pp. 9-10)

- **Integrating Equated to Interdisciplinary**

As I integrated the skills into content, the units expanded. Many times the desire to integrate language objectives triggered a connection into different disciplines; thus, I created interdisciplinary units as well as "integrated" language-based units.

In the area of curriculum development, integration is synonymous with the concept of an interdisciplinary approach to curriculum development. Jacobs (1991) defines an interdisciplinary approach as "a knowledge view and curriculum approach that consciously applies methodology and language from more than one discipline to examine a central theme, issue, problem, topic or experience." (p. 14) Philosophically, I believe interdisciplinary units benefit students. If we do not integrate, fragmentation of knowledge as well as skills results.

Avoiding Fragmentation of Knowledge

When students learn by studying various disciplines separately, they receive a clearly given, but never stated message, that knowledge is fragmented. (Jacobs, 1989; Willis, 1992) Even mainstream courses, such as physical education, art and music, that do not demand high levels of abstract language, create fragmentation. It is difficult for students to see the connection among the many pieces of their education. An interdisciplinary curriculum could help avoid this fragmentation. A teacher who teaches in a ten-year-old interdisciplinary program in Newton, Connecticut for mainstream high school students says, "Already we find out students asking, 'Where does this

fit?' rather than 'Why do we need to know this?'" (Jacobs, 1989, p. 43) An interdisciplinary approach for second language learners helps because it provides an integration of disciplines, language, and learning strategies. Students can learn language, learn through language, and learn to learn. (Rigg & Allen, 1989)

Choosing From Many Forms of Interdisciplinary Curricula

There are many different models of interdisciplinary curricula. Jacobs (1989) provides ten distinct views for integrating the curricula in her work Interdisciplinary *Curriculum*. (See an adaptation in Appendix B.) According to Willis (1992), the "integrated" instruction approach is the most sweeping of the interdisciplinary approaches. It is "the blend of the disciplines entirely into thematic or problem-based pursuits." (p. 2)

The particular curriculum I propose takes threads from TAS's sixth grade social studies curriculum and concepts from the sixth grade language arts curriculum, especially the literature, and expands these elements into other disciplines. It incorpòrates all the skill areas of ESLIS: speaking, listening, reading, writing, and culture. The extent of integration in the interdisciplinary sense depends on the content of individual units.

Providing the Heartbeat With Thematic or Problem-based Pursuits

In the realm of interdisciplinary curriculum, the concept of thematic or problem-based pursuits is a pivotal issue. The theme of the interdisciplinary curriculum provides the heartbeat. David Perkins of Harvard's Project Zero emphasizes the necessity of selecting "fertile themes for integrated learning." (Perkins, 1989) He creates an analogy of the theme as a kind of lens through which to view different subject matters. He proposes that the lens meet the following criteria: (1) applies broadly to a wide range of topic areas, (2) applies pervasively throughout a topic, (3) discloses fundamental patterns in a topic,

(4) reveals similarities and contrasts within and across the disciplines, and (5) fascinates teachers and students. (pp. 70-71)

Using Focusing Theme as Center

The focusing theme is the key to interdisciplinary units. Jacobs (1989) provides an interdisciplinary concept model with the organizing theme as the center of a wheel. (See Figure 1) She states that working with this wheel helps to reveal areas that are not being covered and "provokes interest that might otherwise be ignored." (p. 56) Feibelman and Hall-Chiles (1991) extend the thematic organization even further with an example of subtopics. Their theme is one of interdependence. (See Figure 2.)

Short, Crandall and Christian (1989) state that a "series of lessons which are thematically linked into units provide for sustained interests as well as the opportunity to build systematically on prior activities." (p. 11) This also reinforces a concept in writing that Raimes (1983) advocates. She promotes the idea that "finding enough topics [in writing] means finding a few excellent topics of interest to students and building a whole series of assignments around them." (p. 15) She suggests that no matter where we get the topic--from students, from a book, or from ourselves--"the first thing we should consider is not which one assignment will be best but how many assignments we can develop so that our students can explore the subject as fully as possible." (p. 15)

Understanding Activities

Activities provide the forward movement for learning content. Mohan (1986) relates Dewey's concept of activities and says, "Dewey contrasts verbalism [mechanical memorization of sentences and undigested information, Mohan's definition, p. 45] with activity. In an activity, words and information are integrated with thought and action." (p. 45) I agree with

INTERDISCIPLINARY CONCEPT MODEL

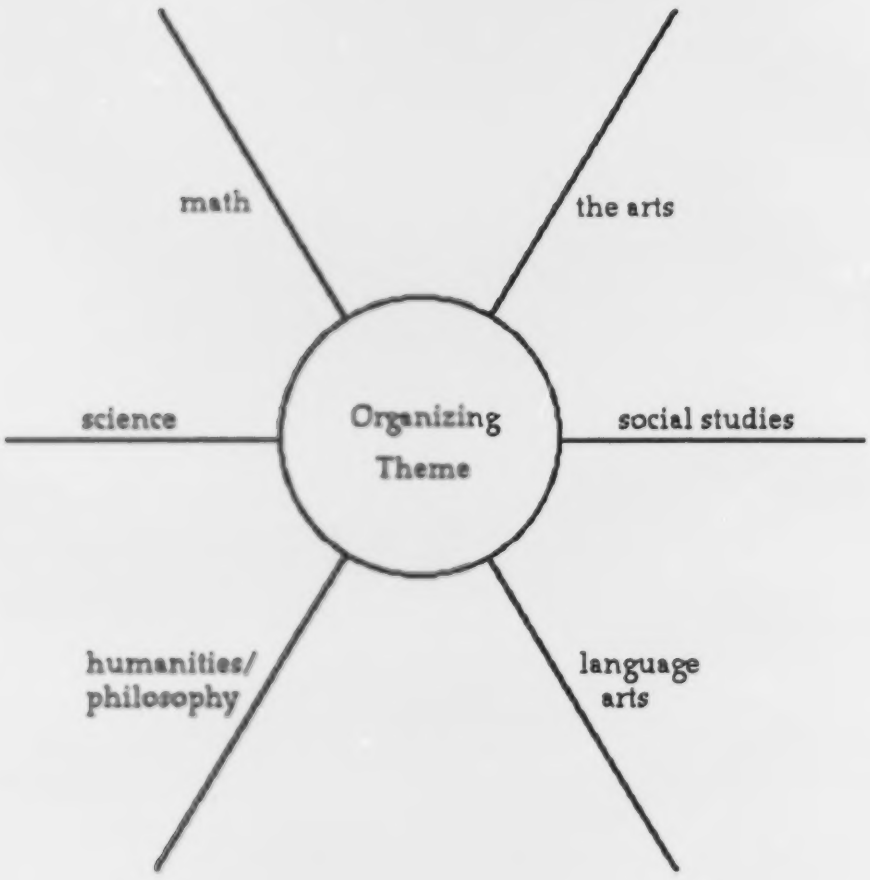
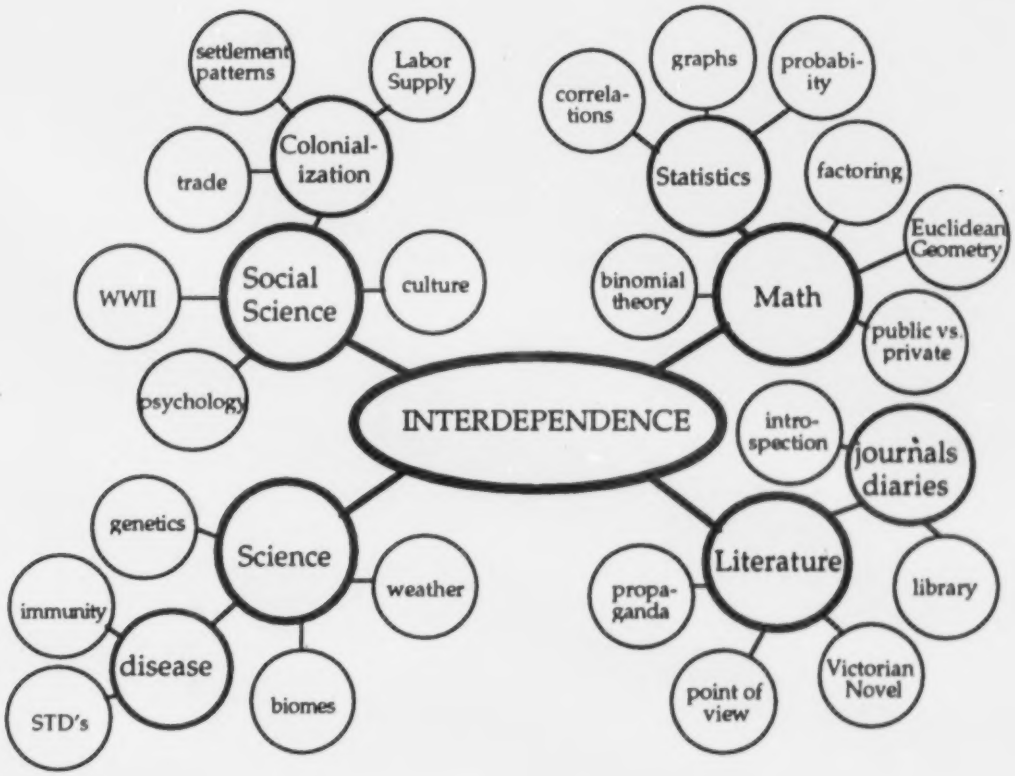


Figure 1

NB: With language minority students, an additional spoke should be added to reflect the oral language component necessary for their language acquisition. (Clair, 1994, personal communication)

Source: From *Interdisciplinary Curriculum: Design and Implementation* by Heidi Hayes Jacobs, 1989. Alexandria, VA: ASCD.

INTERDISCIPLINARY CONTENT AREA SUBTOPICS MODEL



What content area subtopics will be selected to develop the interdisciplinary theme?

Teachers regroup as a team to share content webs. They select ideas from each content area using these criteria to guide their choices:

- do these subtopics clearly relate to the theme?
- can these be taught with resources and time available?
- are students highly interested in studying these topics?
- can this encompass any other existing school-wide emphasis?

Figure 2

Source: From "Untangling the Web of Interdisciplinary Thematic Instruction" by Susan L. Feibelman and Sand Hall-Chiles. *Communicator, XXI(4).*

Mohan in his view that an *"activity is not an alternative to talk; it is a context for talk"* (italics his) (p. 46). Talk does not imply just speaking; it is the content for any type of speaking and writing. Students need material out of which to communicate.

Developing Through Literature-Based Units

Most of the integrated units I have developed have been literature-based and have disciplines, such as math, home economics, technology, language arts, and social studies intertwined in them. Stories have content embedded in them. I agree with Scarcella and Oxford (1992) who "suggest integrating writing and reading of literary texts so that writing can help students learn about literature." (cited in Shrum & Glisan, p. 187) In this way students work on reading skills and then extend their understanding in cooperative learning groups, writing, speaking and listening assignments, with culture intertwined throughout.

Exploiting the Content

After selecting a story that the students have in their reading books, I ask, "How can I teach this? How can I exploit the 'content' of the story to teach language objectives as well as life-skills and concepts?" Like roots spreading prolifically, a network of lines connects to unexpected relationships, and new shoots of ideas branch off.

I find an effective way of involving students in a context is through literature. Often teachers of beginning language learners avoid using literature because it is the most decontextualized and abstract form of language, but literature reflects real life situations that can be made comprehensible for beginning language learners. I find that even beginning language learners understand the meaning of the stories if the stories are presented holistically, and if teachers take into account the potential problems of culturally different

story grammar, different cultural background, and significantly more challenging vocabulary, especially if one uses authentic texts. (See Chamot & O'Malley, 1994 for discussion of these problems.)

> Research on successful second-language learners' devices for learning English suggest that teachers who primarily promote attention to "big things" in initial reading and writing acquisition are more likely to effectively help their students (Nurss & Hough, 1992). Successful students of English as a second language start by focusing on holistic features of language -- features that revolve around communicative functions and intentions (Chaudron, 1988; Krashen, 1982). (cited in Fitzgerald, 1993, p. 645)

Stern (1991) promotes an integrated approach to literature in ESL/EFL teaching, relating how the elements of literature, taught right, "provide the subject matter, the content, and the inspiration for numerous written and oral activities so that a single literary work becomes the central focus of a classroom study unit." (p. 328) This has been my experience with an integrated unit based on literature.

Using Story Telling for Meaning and Motivation

I am highly concerned about meaning and motivation for beginning language learners. Egan (1986) presents a compelling concept that if we view teaching lessons or units as "good stories to be told rather than sets of objectives to be attained, . . . [it would put] *meaning* centerstage." (p. 2) As we combine the idea of using the power of the story to teach more "engagingly and meaningfully," (Egan, 1986, p. 2) with content that we deem significant for learners, we have a successful combination for an interdisciplinary curriculum. Amiran and Jones (1982), Raphael and Kerscher (1985), and

Schnotz (1985) reinforce Egan's story concept as engaging for students in their research that proves that

> students of various ages seem to recall more familiar patterns, such as narratives, better than patterns used in expository information, and more structured patterns, such as compare and contrast, are usually better recalled than open-ended patterns such as description. (cited in Jones, Palincsar, Ogle, & Carr, 1987, pp. 12-13)

Delineating the Elements of a Good Story

I find that middle school students recall a narrative if the story is well written and interesting to them. A well-written story has a clear beginning and ending. It has the element of conflict or a problem to be solved. "The story does not deal with anything except the problem set up in the beginning once it is underway. *Everything* in the story is focused on that central task." (Egan, 1986, p. 24) Egan says that "a model for teaching . . . draws on the power of the story . . . [and] will ensure that we set up a conflict of sense of dramatic tension at the beginning of our lessons and units."

The story telling model potentially enhances an integrated curriculum when I choose an engaging conflict or problem to set the rhythm of the "lesson-story" into motion. Egan says, "Our choice of the opening conflict, then becomes crucial. Our first consideration must be on what is most important about our topic, and we will identify importance in terms of those profound abstract concepts which children clearly already understand-- good/bad, survival/destruction, security/fear, brave/cowardly, and so on." (p. 26) These opposites describing conflict are called binary opposites.

Using Binary Opposites of a Story for the Curriculum

An integral structure of good stories is the use of binary opposites. Any social studies curriculum is replete with potential binary opposites that signal

a conflict. Egan (1986 and 1987) walks the reader through samples of how the binary opposites can be put into place in a unit. I use binary opposites as an overlay to the pilot units presented in Chapter 4.

Responding Affectively to the Nature of a Good Story

The nature of a good story demands an affective response. "A good story-teller plays our emotions, as a good violinist plays a violin. We resonate with the rhythm of the binary conflict, the events that carry it forward, and its resolution." (Egan, p. 29) Egan goes on to relate that because the dominant planning and research models are predominantly rationalistic and logical, they do not account for the area of emotions. (p. 29) He contends that an additional contribution to teaching that the story form can provide is a "more balanced appeal to children's learning capacities" (p. 29) where both the cognitive and emotional sides of a student are called on to make sense of the story. Schurr (1989) proposes that

> Whether we like it or not, affective education permeates both the curricular and instructional processes of the middle grade classroom--with what we teach and how we teach it. This phenomenon, coupled with the natural egocentricity of the early adolescent, makes it seem essential for us to teach to boys and girls by flavoring content with the ingredients of attitudes, emotions, and predispositions wherever possible. (p. 68)

This story telling design provides for the affective domain in a couple of important ways. First, stories are largely "*about* affective matters--they are about how people feel." (Egan, 1986, p. 29) Second, stories end. They satisfy some conflict that was set up. "It is the wrapping up of a story that gives it its affective power. In life or in history there are no endings; just one damn thing after another. The patterns we impose in order to determine meaning

are unlike those of the story. . . . The uniqueness of the story form is that it creates its own world, in which the meaning of events, and thus what we should feel about them, is fixed." (Egan, 1986, p. 30)

Paying Attention to Metacognition

To prepare students for academic rigors, I must be conscious of their need to learn how they learn. The realm of metacognition is "comprised of learning skills and strategies selected on the basis of their value in helping students (1) acquire the curriculum content being taught and (2) develop the capacity to think and learn independently." (Jacobs, p. 80) With cognitive strategies, students manipulate the material either mentally or physically, and in the socio-affective strategies, students learn how to cooperate and interact with others to assist in learning. (O'Malley & Chamot, 1987)

Assessing Students' Performance, Progress, and the Program

Assessment comes in two broad categories: formative and summative. In formative assessment or testing, we check on the students' progress with the intent of adjusting our instruction to help improve students' performance if something is not working. Formal assessments in this category are quizzes, class interactive activities, such as paired interviews, and chapter or unit tests. Assessment should also include informal assessments, such as anecdotal records, student/teacher interviews, and checklists, rating scales, analysis of writing samples and oral presentations, reading logs, and students' self-assessments. (Chamot & O'Malley, 1994) "A sufficient amount of formative testing must be done in the classroom in order to enable students to revisit and review the material in a variety of ways." (Shrum & Glisan, 1994, p. 226)

We should use formative evaluation to "drive" our curriculum in a positive direction.

> The British have even coined an acronym for this phenomenon--WYTIWYG (pronounced "witty-wig"), meaning "what you test is what you get." In the more usual technical jargon, this effect is called "backwash." If your testing has good backwash effects, it will positively influence the teaching and learning in the program and vice versa. (Patkowski, 1993, p. 122).

In contrast, summative assessment often occurs at the end of a unit, course, or year. It evaluates the totality of what has occurred and does not permit any opportunities for additional input to improve performance. Final examinations and course evaluations fall into this category of assessment. It is important to be reminded, too, that what we intend as formative assessment can become nothing more than summative assessment if we do not use it for anything more than a grade. (Shrum & Glisan, 1994, p. 226) It should be used as an opportunity for students to learn from their mistakes.

Any curriculum needs both types of assessment to be viable. "If the testing in your program is multifaceted, . . . there will be an incentive for teachers and students to teach, learn, investigate, explore, discover, develop, and expand their language skills in diverse and valuable ways." (Patkowski, 1993, p. 122) All of the outcomes of this incentive contribute positively to the continued development of an integrated curriculum.

Understanding the Unresolved Issue of Evaluation of an Interdisciplinary/ Content-Based ESLIS Course

Assessment of a content-based ESLIS course joins the ranks of discussion that dominates educational reform dialogue in the United States with implications for international schools which go through the WASC accrediting process. Though the barrier of teaching academic content through content-based courses to improve language minority students has been crossed,

"how to assess student comprehension of subject matter and student language skill development" (Short, 1994, p. 629) remains.

> Students and teachers realize that most assessment instruments actually test both content concepts and language ability, particularly reading comprehension and writing. Because language and content are intricately intertwined, it is difficult to isolate one feature from the other in the assessment process. Thus, teachers may not be sure whether a student is simply unable to demonstrate knowledge because of a language barrier or whether, indeed, the student does not know the content material being assessed. (Short, 1994, pp. 629-630)

This has been my experience in working with content-based instruction. At times I have evaluated students and not known if their lack of success stemmed from the language point or the content.

The National Center for Research on Evaluation, Standards and Student Testing (NCREST, 1992) recommends "nonstandardized, alternative assessment approaches for measuring student ability," (Short, 1994, p. 630) for all students. Using performance-based tests, portfolios, journals, projects and observation checklists still does not resolve the issue for second language teachers.

> Complications arise first because teachers must determine whether the language or the content is being assessed in these alternative measures. Then teachers must distinguish between the language and content knowledge of the students and decide if one is interfering with the demonstration of the other. (Short, 1994, p. 633)

Because of this dilemma, it is suggested that "objectives be defined before designing or choosing any instructional procedure, ranging from a lesson plan to an exam. . . . It is advisable to focus on a single objective, be it con-

tent or language specific." (Short, 1994, p. 634) Chamot & O'Malley (1994) suggest the use of alternative assessment. In their discussion of performance assessment, they emphasize the need to look at students' performance where they are asked "to demonstrate specific skills and competencies, and to apply the skills and knowledge they have mastered . . . in content areas, academic language, and learning strategies." (p. 109)

Short (1994) provides the assessment matrix in Figure 3 that can be of value to us as teachers of language minority students. Thus, in the pilot units I present in this thesis, I outline several alternative assessments. I do not pretend, however, that all the evaluation was in place prior to developing the units. Assessment evolves as we see what works and what does not. How to separate the language from the content has been and continues to be a difficult area.

Before we look at the pilot units of Chapter 4, I present the cognitive, including linguistic capabilities; emotional; psychological; and physical nature of the middle school student in Chapter 3 so that we can better understand this special school population.

INTEGRATED LANGUAGE AND CONTENT ASSESSMENT: WHAT AND HOW

H O W

W H A T	Checklist, inventory	Anecdotal record, teacher observation	Student self-evaluation	Portfolio	Performance, manipulatives	Written, essays, reports	Oral reports	Student interviews
Problem solving								
Content-area skills								
Concept comprehension								
Language use								
Communication skills								
Individual behavior								
Group behavior								
Attitudes								

Figure 3

Source: From "Assessing Integrated Language and Content Instruction" by Deborah J. Short, *TESOL Quarterly, 27(4)*, 1993.

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3
A Vantage Point

If I work under the impression that middle school students fit the pattern of younger children or older adolescents, I am sadly mistaken. Thus, it helps to find a vantage point, settle in, and study the unique characteristics of early adolescents before designing a curriculum for middle school second language learners. The middle years are years with special challenges and needs.

Capturing the Dichotomy of a Middle School Student

Bergman (1986) captures the dichotomy of a middle school student "when she writes how a middle grade student can have a clear toothy smile in December and braces in January; can be five feet tall in September and five feet six inches tall in June; can appear to be running in place while sitting at a desk; and can be over-enthusiastic at the start of a project while never finishing it." (cited in Schurr, 1989, p. 21) Those of us who work with young adolescents chuckle ruefully at the image of a middle school student running in place while sitting at a desk because we experience that phenomenon daily. After observing my students, I decided that many of them need a small, soft ball like a nerf ball to exercise their fingers rather than having them use their pens and pencils as miniature batons. The need to manipulate something helps many of them concentrate.

Mead (1965) maintains that early adolescents are "more unlike each other than they have ever been before or ever will be again in the course of their lives " (p. 10) "The impact of the rapidly changing body with its endocrinological changes leaves the newly arrived adolescent frightened and unclear. He cannot identify with the child he was or the adult he will

become." (Eagle & Schwartz, 1994). The early adolescents are in the middle of a multitude of changes.

Comparing Asian Middle School Students to Americans of the Same Age and Socioeconomic Backgrounds

My student population is mainly Asian, the majority being Taiwanese, Japanese, and Korean with a smattering of Europeans. Robert Atkinson, Daniel Offer and Eric Ostrov from the Center for the Study of Adolescents in Chicago (Atkinson, 1988) did a study of nearly 6,000 adolescents from ten nations, including Taiwan and Japan, to determine how teenagers in different countries view themselves. "Far outweighing the expected gender, age and nationality differences in self-image is the finding that young people of similar socioeconomic backgrounds throughout the world are more alike than different." (p. 25) They also found out that "psychological maturation follows a common process worldwide. It consists of increased introspection and self-evaluation, leading to the formation of personal identity, ambitions and goals." (p. 25) They feel that the shared attitudes that they observed indicate that there is now "a common adolescent experience worldwide." (p. 25)

Harry C. Triandis of the University of Illinois suggested in a commentary in the actual published study (Offer, Ostrov, Howard, & Atkinson, 1988) that the authors are not justified in calling the teenager a universal teenager because the adolescents that the researchers studied "may be diverging progressively from teenagers in their cultures who are less affluent." (p. 127) I expect that this is true, but the majority of students in international schools are from socioeconomic backgrounds similar to the students used as samples in Atkinson's et al. study. Irene Wang, an English speaking Taiwanese psychologist, practices in Taipei after receiving her training in the United States and working there for three years. She informed me that she was not aware

of any developmental studies of adolescents done in Taiwan, not even in the Mandarin language. She agreed that such research would be very valuable. (personal communication, April 1994) Thus, I feel that I am justified in using North American based research to gain an understanding of middle school learners. My personal observations of the early adolescents with whom I have worked for six years substantiate Atkinson's et al findings.

Schurr (1989) relates George's and Lawrence's (1982) research findings about the early adolescent years--those formative years when many choices are being made.

Understanding Cognitive Capacity

> George and Lawrence . . . identify six main cognitive development processes which early adolescents potentially undergo:
>
> 1. from concrete to abstract thinking;
> 2. from an egocentric to a sociocentric perspective;
> 3. from a limited into a broad perspective of time and space;
> 4. from a simplistic into a complex view of human motivation;
> 5. from a reliance on slogans toward the construction of a personal ideology; and
> 6. development of a capacity for forming concepts that stretch from lower order into complex, higher order conceptualizing. (pp. 43-44, cited in Schurr, p. 22)

Especially significant for curriculum development and second language learning is an understanding of adolescents' cognitive or intellectual capacity at this age. Again, Schurr (1989), writing for the National Middle School Association, highlights the intellectual development of middle school students by quoting the California Superintendent's Task Force Report, *Caught in the Middle* (1987) as follows:

Middle grade students:

1. Display a wide range of individual intellectual development as their minds experience transition from the concrete-manipulatory stage to the capacity for abstract thought. This transition ultimately makes possible:

    a. propositional thought
    b. consideration of ideas contrary to fact
    c. reasoning with hypotheses involving two or more variables
    d. appreciation for the elegance of mathematical logic expressed in symbols
    e. insight into the nuances of poetic metaphor and musical notation
    f. analysis of the power of a political ideology
    g. ability to project thought into the future, to anticipate, and to formulate goals
    h. insight into the sources of previously unquestioned attitudes, behaviors, [sic] values
    i. interpretation of large concepts and generalizations of traditional wisdom expressed through sayings, axioms, and aphorisms;

2. Are intensely curious;

3. Prefer active over passive learning experiences; favor interacting with peers during learning activities;

4. Exhibit strong willingness to learn things they consider to be useful; enjoy using skills to solve real life problems;

5. Are egocentric; argue to convince others; exhibit independent, critical thought;

6. Consider academic goals as secondary level of priority; personal-social concerns dominate thoughts and activities;

7. Experience the phenomenon of meta-cognition -- ability to know what one knows and does not know;

8. Are intellectually at-risk; face decisions that have the potential to affect major academic values with lifelong consequences. (p. 144, cited in Schurr, 1989, p. 23)

Taking Advantage of Intense Curiosity and Imagination

Of particular interest to this curriculum development is Schurr's conclusion that the early adolescent, ages 10-14, is "intensely curious and imaginative and so it is an ideal time to explore the world of fantasy, creativity, and the unusual or bizarre. Mini-units on monsters, magic, mystery or science fiction can capitalize on this passion for the make-believe." (p. 24)

Egan (1992) suggests that curriculum designers take advantage of this aspect of early adolescents' curiosity to tie into their affective needs. He points out that "the extremes and limits of human experience and the natural world: the most courageous or the cruelest acts, the strangest and the most bizarre natural phenomena, the most terrible or the most wonderful events" (p. 72) engage students' imaginations as seen in the exploitation of the idea of extremes in *The Guinness Book of Records*. He also says that the archetypal hero in the form of pop-stars and sports heroes captivates this age group. (pp. 80-81) Egan furthers his position by relating how the period between eight and fifteen is the time when students come to understand that they are constrained by their inheritance. He looks at this age as an age of ambivalence (p. 82) and quotes Spacks (1981) who says that students seek "alternately to resist the adult world and to find a place in it." (p. 15, cited in Egan, 1992, p. 82) They try on different roles in an attempt to find out who they are.

Intriguing to consider for the interdisciplinary curriculum is the idea that adolescents love to delve into some area in exhaustive detail. We see this desire for control over some aspect of their world in "their obsessive hobbies or collections that reach a peak during this period." (Egan, 1992, p. 85) We might as well take advantage of this desire to give them projects that can be presented in a way that is similar to a collection. Assignments that allow them to find and organize "everything there is to know" (Egan, 1992, p. 85) about a smaller aspect of a larger project provides such an opportunity, and an interdisciplinary curriculum has options for this type of project.

Accommodating Brain Growth Plateaus

Of interest in this area of discussion of middle school cognitive development is the research done on North American students by Professor Epstein that indicates that brain growth reaches a plateau for 85 to 90 percent of the students between the ages of 4-6, 8-10, and again 12-14. "During each of the ages 10-12 and 14-16 periods of great brain growth, youngsters experience an average growth of thirty-eight months in mental ages. However, in the intervening age 12-14 years plateau period in brain growth, youngsters experience an average growth of only seven months in mental age." (Toepfer, 1983, p. 434) During the periods of plateau, youngsters are "not developing new synapses and neural networks nor extending the complexities of those which developed earlier." (Toepfer, 1983, p. 433)

Of major concern in this thinking is that a student going through a plateau period "not be given learning inputs for which he has not yet developed the receptors." (Toepfer, 1983, p. 434) This concept readily is readily accommodated by an interdisciplinary and holistic curriculum where great attention is placed on the student as a whole person. "In the concern over cognitive and thinking skills let us not fail to understand the holistic learning

needs of early adolescents, including affective and personal development." (Toepfer, 1983, p. 435)

Accounting for Age of Entering ESLIS Instruction

Depending on the school, the middle school spans either grades six through eight or grades seven through nine. TAS's population is the former. TAS accepts no zero or very beginning proficiency students after the first semester of the seventh grade. At TAS placement in courses is determined by proficiency level rather than grade level. Usually the beginning level courses have a mixture of both sixth and seventh graders. By the third level, there can be a combination of sixth, seventh, and eighth graders. It is important to remember that sixth graders enter during a growth spurt; whereas, seventh graders can be on the verge of a plateau where there seems to be a period of shutting down.

From my experience, sixth graders demonstrate much more curiosity, energy, and excitement than eighth graders who appear to be more settled. A class with a combination of sixth through eighth graders can be its own challenge because eighth graders have already had two years of coming to grips with who they are. Their preoccupations differ from the younger early adolescents, and they may not have patience with the younger ones. The sixth graders will not appreciate eighth grade concerns either. "According to Maynard, intellectual development from one learner to the next '. . . ranges from the pre-operational cognitive level through the concrete level to the formal mature level of abstract thinking" (1986), p. 21)." (cited in Shrum & Glisan, 1994, p. 77) As the courses become more advanced, the cognitive requirements also become more demanding. It is necessary to consider where the transescent is in his cognitive development when we group different age groups. For example, when we teach conditionals and want students to use

the correct language forms for the contrary-to-fact concept, and we encounter difficulties in communicating the concept, we need to consider if the particular student is developmentally ready to handle that concept or if he has not made the developmental step into comprehending ideas that are contrary to fact. Some students in mixed grade-level classes may be developmentally ready and others may not be.

ESLIS teachers, administrators, and parents will note that the middle school students' "cognitive integrity is highly variable as their interests see-saw from the more mature to the more childlike." (Eagle & Schwartz, 1994, p. 10) One minute they might be interested in moral and societal issues and the next preoccupied with self. (Eagle & Schwartz, 1994) Teachers need to adjust cognitive expectations of students accordingly.

Beginning second language study as a middle schooler places an ESLIS student within a range of being able to succeed in second language acquisition. Larsen-Freeman and Long (1991) discuss the implications of second language acquisition research on the age at which someone is initially exposed to a second language. They caution that findings are not definitive in the area of individual variables, so that we need to draw any implications cautiously. Relevant to this discussion is the implication that "*older is faster, but younger is better.*" (Italics theirs) (p. 155) "Younger is better in the most crucial area, *ultimate attainment*, with only quite young (child) starters being able to achieve accent-free, native-like performance in a SL [second language]. As revealed by short-term studies, older learners are at an advantage in *rate of acquisition* (adults faster than children, and older children faster than younger children)" (p. 155) Collier (1987)

> found that older ESL learners (ages eight to eleven) outperformed younger ESL learners (ages five to seven) in second language and con-

> tent-area achievement as measured by the Science Research Associates tests. Collier attributes this finding to Cummins's (1981b) observation that for older children the academic skills they had acquired in their L1 transfer to the L2 and [thus] the process of SLA occurs at a faster rate than for younger children' (p. 619). (cited in Larsen-Freeman & Long, 1991, p. 157)

Larsen-Freeman and Long (1991) point out, however, that more recent data is revealing other kinds of "accents" in other linguistic domains beyond a native-like attainment in pronunciation when students enter second language learning later than about six. (p. 157)

We as ESLIS professionals need to keep abreast of this second language acquisition research as it develops to ascertain what can be expected of middle school age attainment. In the meantime, however, we know that the students entering an international school at the ages of eleven and twelve have a significant advantage of transferring the skills gained in literacy in their first language and other cognitive/academic skills to the realm of second language acquisition.

Taking Advantage of Common Underlying Proficiency (CUP)

Cummins (1979) discusses the concept of common underlying proficiency (CUP) and the ability of language learners to apply language skills of the first language to the second language. "It does not matter in which language CALP is developed, since, once acquired, L2 academic functioning supposedly covaries with L1 academic ability without the person's having to learn new CALP (Cummins, 1979; Lapkia [sic] & Swain, 1977)." (cited in Figueroa, 1986). Thus, middle school second language learners in international schools such as TAS enter with the advantage of being able to transfer their previously learned skills and knowledge. No ESLIS student is

accepted at TAS who is not at grade level in his/her native language. For zero proficiency Asian students, however, there are the challenges of a new alphabet and writing system, and discourse level or the way a text is constructed. However, with the exception of measurable accents in phonology, the middle school learners are capable of acquiring English fairly readily, all other variables being in place.

It is some of these other variables I want to consider next. Second language learners are no less early adolescents than are mainstream students. They have the same fears and aspirations; they are grappling with the same issues and experiencing the same growth. For those who are just beginning language learners, we need to remember that they are special young people who are not only undergoing all the growth experiences of the other adolescents but are also receiving their education in a foreign language. This adds a significant extra level of fear and frustration. They have the additional stress of simply not understanding what is happening in their schooling because they lack English language proficiency.

Acknowledging Socio-Psychological Factors Influencing Second Language Acquisition (SLA)

Socio-psychological factors influence second language acquisition (SLA) for all second language (L2) learners. "Since one's identity is very much bound up with the language one speaks, the process of acquiring a second language forces a re-evaluation of one's self-image and the successful integration of new social and cultural ideas." (Larsen-Freeman & Long, 1991, p. 181) Considering the fact that adolescents are at the stage in life of needing much reinforcement in figuring out who they are, "regular experiences with the affective domain are a must for this age group as the search for "Who Am I? and Who Are You? [sic] become personal crusades for middle grade students.

(Schurr, 1989, p. 26) How much more this is true for the second language students who are struggling with a decision of how many of the values of the second language they are willing to assimilate? This struggle may be either conscious or unconscious.

One psychological barrier might be in the choice of learning English as a second language. Sometimes middle school students who enter an international school have no personal desire to be there. Because international schools are not English language schools *per se*, students enter the schools as the result of their parents' businesses transferring their parents to another country. Sometimes these transfers are in the diplomatic field; other times they are international business moves. The children have no choice in the matter. The parents involved in these types of moves often have no other viable educational options for their children. If they know that they will move fairly often, they place their children in an English-speaking school, whether it is American, British or international because this assures them of having a school in most countries where they may potentially be transferred. Often smaller countries provide elementary education in the native language in major cities worldwide. The American government, however, guarantees a school in major cities where there are diplomatic ties or military installations.

At other times, students begin their education at a school like Taipei American School when they are early adolescents because they have American, Canadian, Australian, or another English-speaking country's citizenship, but have been studying until this point in his/her first language. One boy told me exactly why he was at Taipei American School. "I could not sign my [American] passport, so my father said it was time for me to learn English." Most of these parents anticipate sending their children to college in

the United States, Canada, England or other English-speaking countries. The biggest problem with this is that the students do not always comprehend or buy into this switch of educational systems. They are in the process of just growing up and are struggling with their own identity. The thought of university in the United States or another English-speaking country is far from their reality.

Understanding Self-Esteem

Often ESLIS students meet significant self-esteem problems. In their previous schools in their first language, these students are often top academic students. Then they enter school in the middle grades and find themselves not understanding and not being understood because of the lack of proficiency in English. They feel "dumb," and they hate that feeling. When they are in mainstream classes for art, P. E., and even math in some schools, and they come across a teacher who does not know how to teach ESLIS students, they feel that they are labeled as "stupid" when they cannot understand the teacher. One of my beginning language learners, an intelligent young boy, was moved to the front of the room when he could not understand rapid speech with difficult vocabulary and a strong accent that differed significantly from what he was used to hearing. Upper level ESLIS students related the impression that they got from the teacher. They felt that the teacher thought that my student was stupid. These other ESIS students reported how uncomfortable they were with this type of assessment of a fellow ESLIS student who simply could not understand because the content was not made accessible. Middle school students are already on such an emotional swing that such perceptions--even if erroneous--can cause depression and a refusal to work unless the student sees a real purpose for what he/she is learning.

The academic pressures put on Chinese middle school students in Taiwan are immense. Students have to pass an examination at the end of their middle school to qualify to go to a "regular" high school. Only 20% of the high schools in Taiwan are what we call regular high school with courses that prepare students for college. The other 80% are vocational high schools. Any Taiwanese student desiring to go to college must get into the academic high schools. Teachers and parents are in daily communication through the use of assignment books that teachers and parents sign each day. Students go to cram schools after regular school hours to prepare for the examination, and their academic future depends on that examination.

This means that Chinese students with foreign passports, the only ones who can attend Taipei American School, come to the American school environment from a different perspective. For many of them the American school seems easier than their Chinese schools. They do not have the examination to worry about, and there are no signed assignment books or daily contact between parents and teachers. This "freedom" is often detrimental for academic pursuits because some of the students initially approach their studies less seriously than they would if they were in Chinese school. It is a challenge to get them to balance their freedom with responsibility. That brings us to looking at their whole psychological makeup from this vantage point.

Understanding Middle Schoolers' Psychological Development

Schurr cites from the Superintendent' Task Force to describe the psychological development of adolescents. Though this is a study of North American youth, the same characteristics appear to be true of Asian youth according to my own observations and the observations of my principal,

Cathy Funk, who has worked with Asian youth for over ten years (personal communication, May 1994).

Middle grade students:

1. Are often erratic and inconsistent in their behavior; anxiety and fear are contrasted with periods of bravado; feelings shift between superiority and inferiority;
2. Have chemical and hormonal imbalances which often trigger emotions that are frightening, poorly understood; may regress to more childish behavior patterns at this point;
3. Are easily offended and are sensitive to criticism of personal shortcomings;
4. Tend to exaggerate simple occurrences and believe that personal problems, experiences, and feelings are unique to themselves;
5. Are moody, restless; often feel self-conscious and alienated; lack self-esteem; are introspective;
6. Are searching for adult identity and acceptance even in the midst of intense peer group relationships;
7. Are vulnerable to naive opinions, one sided arguments;
8. Are searching to form a conscious sense of individual uniqueness--"Who am I?";
9. Have emerging sense of humor based upon increased intellectual ability to see abstract relationships: appreciate the "double entendre";
10. Are basically optimistic, hopeful;
11. Are psychologically at-risk; at no other point in human development is an individual likely to encounter so much diversity in relation to oneself and others. (p. 146, cited in Schurr, 1989, p. 26)

Schurr (1989) also says that "it could be argued . . . that time spent on teaching students how to cope with their beliefs, values, perceptions, and interests is just as important, if not more so, than time spent on teaching academic content." (p. 26) The interdisciplinary curriculum I propose can certainly be tailored to meet these needs of the early adolescents. In many ways the content of this curriculum is a vehicle for working with beliefs, values, perceptions, and interests.

Understanding Middle Schoolers' Physical Development

Intellectual and psychological development of early adolescents is closely related to their physical development. To ignore this is to ignore that growth spurt from five feet to five feet six by the end of the year and all of the energy that goes into just growing. Ignoring this would be a tremendous mistake. Schurr (1989) lists physical development characteristics from the Superintendent's Task Force (1987) as follows:

> Middle grade students:
>
> 1. Experience accelerated physical development marked by increases in weight, height, heart size, lung capacity, and muscular strength;
> 2. Boys and girls mature at varying rates of speed. Girls tend to be taller for the first two years of early adolescence and are ordinarily more physically developed;
> 3. Experience bone growth faster than muscle development; uneven muscle/bone development results in lack of coordination and awkwardness; bones may lack protection of covering muscles and supporting tendons;
> 4. Reflect a wide range of individual differences which begin to appear in prepubertal and pubertal stages of development. Boys tend to lag behind girls. There are marked differences in physical development

for boys and girls. The age of greatest variability in physiological development and size occurs at about age thirteen;

5. Experience biological development five years sooner than adolescents of the last century; the average age of menarche has dropped from seventeen to twelve years of age;

6. Face responsibility for sexual behavior before full emotional and social maturity have occurred;

7. Show changes in body contour including temporarily large noses, protruding ears, long arms; have posture problems;

8. Are often disturbed by body changes:

   a. girls are anxious about physical changes that accompany sexual maturation

   b. boys are anxious about receding chins, cowlicks, dimples, and changes in their voices;

9. Experience fluctuations in basal metabolism which can cause extreme restlessness at times and equally extreme listlessness at other moments;

10. Have ravenous appetites and peculiar tastes; may overtax digestive system with large quantities of improper foods;

11. Lack physical health; have poor levels of endurance, strength, and flexibility; as a group are fatter and unhealthier;

12. Are physically at-risk; major causes of death are homicide, suicide, accident, and leukemia. (p. 145)

Especially relevant to curriculum planning is the need to keep the middle school student active and moving from activity to activity.

As we view the early adolescents from our vantage point, we recognize that they have to have special considerations because of their cognitive,

physical, and emotional development. As learners, they have many different learning styles. In developing a curriculum, we must keep in mind that the various elements of the curriculum cannot be cemented into place. This curriculum has to be flexible to accommodate the various learning styles of middle school students.

Accounting for Learning Styles

The National Association for Secondary School Principals defined learning styles as "characteristic cognitive, affective, and physiological behaviors that serve as relatively stable indicators of how learners perceive, interact with, and respond to the learning environment." (Schurr, 1989, p. 32) Guild and Garger (1985) suggest four categories of style differences that we should take into consideration. They are as follows:

> (1) Style concerned with cognition: people perceive and gain knowledge differently (HOW DO I KNOW?); (2) Style concerned with conceptualization: people form ideas and think differently (HOW DO I THINK?); (3) Style concerned with affect: people feel and form values differently (HOW DO I DECIDE?); and (4) Style concerned with behavior: people act differently (HOW DO I ACT?) (pp. 6-10, cited (Schurr, 1989, p. 32)

Because teachers are also learners, we have our own learning styles, and we tend to teach in the way that we learn or from the memory of the way we have been taught most consistently. If we do not stand back from the teaching situation and sit at the vantage point of understanding learners, especially middle school learners, then we can easily have a mismatch of teaching and learning styles. What was or is good enough for me is not necessarily good enough for my students "The mismatch in teaching and learning styles has often been cited as a major reason for poor performance by

some 'minority' groups in the United States." (Hillard, 1989, p. 65 cited in Kroonenberg, 1990) Thus, a variety of activities are necessary in a curriculum that is going to accommodate transescent learners.

Students learn best when they are taught through strategies that complement their learning styles. (Schurr, 1989) "In fact, students taught by their preferred styles: (1) achieve better, (2) were more interested in the subject matter, (3) liked the way the subject was taught, and (4) wanted to learn other school subjects in the same way." (Bell, 1986, cited in Schurr, 1989, p. 32). Yet understanding of learning styles does not end here. "According to studies cited in Languis (1980), students 'locus on control' (one learning style aspect) correlates with increased academic performance and self-confidence. (Cornett, 1983, p. 25)

Looking at Learning Modalities

Looking at learning styles requires looking at learning modalities, "those sensory channels through which we receive and give messages." (Schurr, 1989, p. 33) The most commonly recognized modalities are auditory, visual, and kinesthetic or tactual. Though a student may be most comfortable learning in one modality, it is not a presupposition that all learning activities have to be presented in that modality. The other modalities need strengthening, too, because students will receive instruction in those. It does mean, however, that as teachers teaching language to students with various learning modalities, we have to rearrange the curriculum components to accommodate all students in their range of comfort so that they become engaged and want to learn more at enough points to keep them engaged.

From the vantage point of looking at early adolescents according to their cognitive, emotional, physical and learning style needs, we understand

that a curriculum has to be multifaceted and flexible. Schrum and Glisan (1994) say,

> What seems to be most important is the quality of the middle-level program in providing opportunities for students to explore not only many subjects, but also many approaches within a subject (Melton 1984). Middle schools of the 1990s provide opportunities for students to explore content through a variety of experiences, such as discussion, discovery, experimentation, and cooperative learning. (p. 77)

In the next chapter I will present four pilot units of an integrated curriculum, presenting the units according to the framework of Chapter 2 in an effort to give the diversity necessary for engaging the "no-one-description fits-all" middle school students.

4
A Vision: Four Pilot Units

Determining Method

As an ESLIS teacher, I must look at many different issues when planning a curriculum. No one can offer a right method to teach a second language because there is such a variety of individual differences in language learners. There has been a "steady stream of evaluative thoughts on the nature and scope of method (Allwright, 1992; Brown, 1991; Freeman, 1991; Larsen-Freeman, 1990; Pennycock, 1989; Prabhu, 1990; Richards, 1989; Widdowson, 1990). . . . These studies caution us against the search for the best method and indeed against the very concept of method itself." (Kumaravadivelu, 1994, p. 30)

Personally, I have settled comfortably into an eclectic approach, and yet recently have rethought even that. Kumaravadivelu (1994) contends, however, that "eclecticism at the classroom level invariably degenerates into an unsystematic, unprincipled, and uncritical pedagogy because teachers with very little professional preparation to be ecelectic in a principled way have little option but to randomly put together a package of techniques from various methods and label it eclectic." (p. 30) I advocate a thoughtful, reflective approach to selecting methods that will enable ESLIS students to learn.

Whatever method or combination of methods ESLIS teachers take, however, their efforts will wither without a vision. I provide a vision in this chapter by showing units I use with beginning level ESLIS students that help them learn English as they interact with content in an integrated approach.

As demonstrated in Chapter 2, the integrated, holistic framework proposed is overlaid by a story telling, imagination-provoking concept. This overlay adds the spice and hooks the students. These beginning level second

language units emerge from adapting specific concepts used by mainstream sixth grade students at Taipei American School.

Adapting Concepts from TAS's Sixth Grade Social Studies/Language Arts Curriculum for ESLIS Students

The curriculum for Taipei American School's sixth grade social studies program is a year-long involvement in investigating the world through the creation of an island. (See Appendix C for full curriculum.) Mainstream students study in a language arts/social studies course, approximately 110 minutes a day.

Sequentially, the mainstream students study the following: "Who Am I? Who Are We?" (Where does culture come from?), geography, anthropoiogy, problem-solving and sharing, technology, economics and government. All of this study stems from different islands that student groups "create" from they learn the general social studies content through many cooperative group activities. Many of their reading and writing activities emerge from the social studies content. An island is much more self-contained, and it can be anything that the students want it to be. They can be in control of their own "destiny." Following the study of these units, students apply the social studies concepts to the island of Taiwan itself. Thus, an island culture is very appropriate.

Creating an Island and Its Culture

This island "creation" provides the foundation for the integrated curriculum I present in this thesis. By no means an original idea, a curriculum that has students "marooned" on an island (see Mohan, 1986) or has them create an island of their own is nevertheless a captivating one for both content and language learning. What could be more student-centered and engrossing than students creating their own world in and through "hands-

on" experiences which teach them about their world and their relationship to it? As they encounter and think about themselves in relation to increasingly larger concentric circles of interdependence, they learn that they both affect and are affected by a larger social reality. (Dewey, 1944)

Organizing Around a Theme of Interdependence

In applying Jacobs's (1989) interdisciplinary concept model (See Figure 1, Chapter 2), and Feibelman's and Hall-Chiles's (1991) curriculum webbing model (See Figure 2, Chapter 2), I employ an oft-used but nonetheless relevant organizing theme of interdependence. As I developed the island for beginning ESL students from this application, a possible plan emerged that shows certain interrelationships (see Figure 4). Thematic units can be developed in each concentric circle. Then keeping with the story telling overlay I subdivide each aspect of the curriculum into different units, each with binary opposites that relate to the overriding, unifying theme.

Supporting Literature Dealing with Survival and Ethnocentrism

Supporting literature is the keystone of the island curriculum. Mainstream teachers use what they term as "survival literature or literature dealing with ethnocentrism." (K. Wolfe, in-service presentation, April 1994, Taipei American School) Most of the novels involve some type of survival situation by young people; thus, showing the middle school students' strengths that young people have that they might not normally consider having. The mainstream students study such books as *Walkabout*, a story depicting an Australian aboriginal boy and his initiation rite of surviving a walkabout from one oasis to another in the outback of Australia. He meets two white children who are stranded after their small airplane crashes. All of

INTERDEPENDENCE MAPPING MODEL

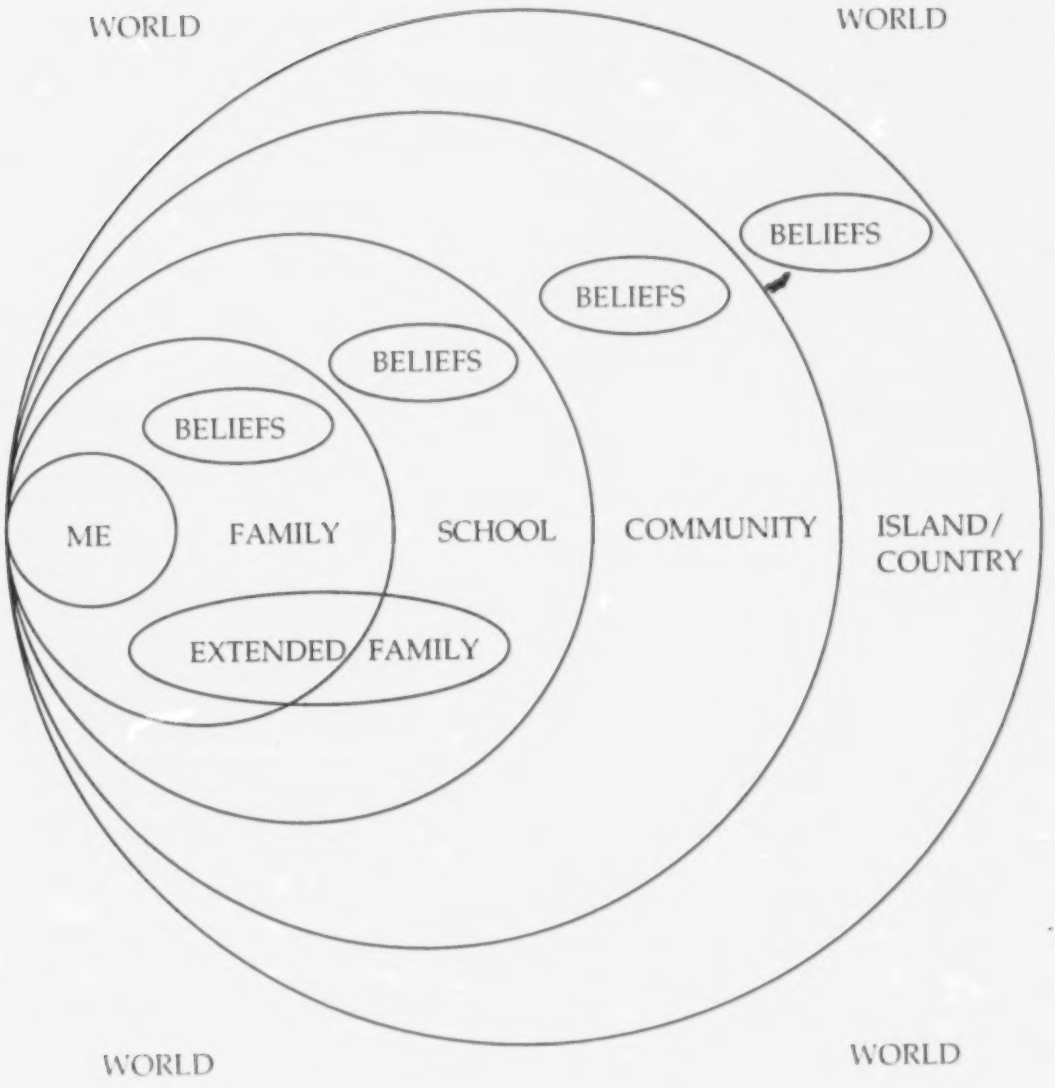

Figure 4

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them survive the outback as a result of the aborigine boy's skills, and the white children overcome prejudice.

The students also read *The Cay*, a story of a prejudiced white boy Philip, who is marooned on a cay with a black man after a shipwreck. Timothy, the black man, saves Philip's life. Though placing a black in the typical stereotyped position of "lay[ing] down his life for the little white 'massa," (Greenway, 1990, pp. 263-64) the book shows an attitude change in Philip, a victim of his mother's racial prejudice, (Greenway, 1990, p. 263) as he is forced to interact with Timothy because of their common situation. Living and working with a black are things he would never have done willingly, and he comes to see the error of his ways to the point where he argues with his mother after he is rescued.

To learn about both survival and the erosion and potential loss of a culture, they read *Julia and the Wolves*, a story of an Eskimo girl who runs away from an early, prearranged marriage, gets lost, and finds and lives with a pack of wolves. She survives because she remembers things her father had taught her about the ways of the wolves, and after she makes contact and is accepted by a pack, they feed and protect her. Ultimately, however, she goes back to the encroaching society of the white man.

Finding Literature for ESLIS Students

However, as I mentioned in Chapter One, it is not easy to find undiluted, interesting reading materials for beginning level ESLIS students of middle school age. The stories just described are excellent, but required much time to adapt, so literature to help implement the ELIS social studies concepts had to come from a variety of other sources. Unfortunately, few suitable stories involve young people successfully overcoming obstacles, or surviving and learning from their survival experiences. Only *Girl Against the Jungle*, a

Longman reader, fits this category thus far in my search. It seems, however, that having models of young people succeeding is important for young adolescents, especially the Asian population with which I work.

Acknowledging Adolescent Role Models in an Asian Setting

In a study done by Stevenson and Stigler (1992) comparing and contrasting American, Japanese, and Chinese education, they point out that "modeling is commonly used to shape human behavior." (p. 85) They note that in earlier centuries in the United States, students had many models in such people as Benjamin Franklin, Florence Nightingale, Marie Curie, Abraham Lincoln, etc., but that the models today are only sports figures and entertainers. In contrast, Japanese students know the name of Ninomiya Kinjiro, a youth who was never without his books. "Recalling Kinjiro's efforts, teachers and parents ask how students today, with so few obstacles and such splendid opportunities, can have any valid reason for shirking their studies." (p. 86) Parents also point out how Sun Yat-sen and Chiang Kai-shek are an integral part of the readers in Taiwan. Through such examples the message becomes clear to the young people, "Do things for others." (p. 86)

Adapting Broad Concepts

As I studied the objectives of TAS's sixth grade social studies curriculum, I saw broad concepts that I could adapt using materials I have found in and/or adapted from TAS's beginning level ESLIS reading materials. Thus, I present four pilot units as models.

Using Story Form Model

In seeking appropriate materials, I fount it important to answer the questions posed by Egan (1992) in his story form model as shown in Figure 5. Then after finding suitable material, I used the planning framework from Egan's (1986) earlier book. (See Figure 6.) Admittedly, if I had had time, I

could have adapted materials from the sixth grade language arts literature selection in light of these frameworks. Adapting is time-consuming, although beneficial for students because the material can be adjusted to their "conceptual, linguistic, and affective needs." (Chamot & O'Malley, p. 151)

The two frameworks or models emphasize that the ultimate goal is to engage the students' imaginations and emotions; two things that are of critical importance for early adolescents.

Unifying through Binary Opposite of Interdependence

Of particular significance is the concept of choosing a theme with binary opposites and content that takes students beyond their everyday encounter with a topic covered in TAS's sixth grade social studies curriculum. The binary opposite of the unifying theme of interdependence as discussed above has no pure opposite, but it is most closely captured by the word self-reliance. There is a sense of dependence in interdependence; therefore, independence or self-reliance is the closest to interdependence's binary opposite available.

Integrating Language and Content

At the same time that I investigated the social studies curriculum, I was conscious that my primary objective was to teach English to beginners; thus, I had my language objectives. (See Appendix D for the objectives for Introduction to ESL and Level I of Taipei American School Middle School ESL Department.)

It is of vital importance to incorporate student learning strategies into the curriculum because content itself is not of utmost importance for this age group. I agree with Henry Brooks Adams in his verse.

> What one knows is, in youth, of little moment;
> They know enough who know how to learn.

THE STORY FORM MODEL

1. Identifying importance:
   What is most important about this topic?
   Why should it matter to children?
   What is affectively engaging about it?

2. Finding binary opposites:
   What powerful binary opposites best catch the importance of the topic?

3. Organizing content into story form:
   3.1 What content most dramatically embodies the binary opposites, in order to provide access to the topic?
   3.2 What content best articulates the topic into a developing story form?

4. Conclusion:
   What is the best way of resolving the dramatic conflict inherent in the binary opposites?
   What degree of mediation of those opposites is it appropriate to seek?

5. Evaluation:
   How can one know whether the topic has been understood, its importance grasped, and the content learned?

Figure 5

Source: From *Imagination in Teaching & Learning: The Middle School Years* by Kieran Egan 1992, Ontario, Canada: The Althouse Press.

A PLANNING FRAMEWORK

1. Identifying transcendent qualities
   What transcendent human qualities can be seen and felt as central to the topic?
   What affective images do they evoke?

2. Organizing the content into a narrative structure

   2.1 Initial access
   What content, distinct from students' everyday experience, best embodies the transcendent qualities most central to the topic?

   2.2. Structuring the body of the unit or lesson
   What content best articulates the topic into a clear narrative structure? Briefly sketch the main narrative line.

   2.3 Humanizing the content
   How can the content be shown in terms of human hopes, fears, intentions, or other emotions?
   What aspects of the content can best stimulate romance, wonder, and awe?
   What ideals and/or revolts against conventions are evident in the topic?

   2.4 Pursuing details
   What content best allows students to pursue some aspect of the topic in exhaustive detail?

3. Concluding
   How can one best bring the topic to satisfactory closure, while pointing on to further dimensions or to other topics? How can the students feel this satisfaction?
4. Evaluation
   How can one know whether the topic has been understood and has engaged and stimulated students' imagination?

Figure 6

Source: From *Teaching as Story telling: An Alternative Approach to Teaching and Curriculum in the Elementary School* by Kieran Egan, 1986, Chicago: The University of Chicago Press.

What is of most importance is that students learn how to learn and gain control of their own lives. This is not to imply that content is not significant, but general concepts and their relevance are much more important at this age than a multitude of details. When language can be learned using content that deals with life-long concepts and skill building, students benefit most.

Selecting Content for Units

In assessing TAS's year-long sixth grade social studies curriculum, I determined that there was simply too much material at too sophisticated a level of cognition for beginning language learners. Martinez (1984) recommends that any content teacher who intends to teach a subject area to an ESL class "cut down [their] objectives by half, concentrating on the most important ones." (cited in Mohan, 1986, p. 25) Therefore, I have been selective and have recognized the limitation of having to develop areas of the curriculum for which I have appropriate materials. I continue to develop other units as I discover other materials because curriculum development is a dynamic, ongoing process.

I have grouped all the materials for each of the following pilot units into their own section to avoid confusion. Units include only samples of handouts and worksheets intended to give direction but not to be exhaustive. I have referred to resources where important handouts are included by title. I have numbered the activities, and the order in which they are presented represents only one possible sequencing; logical rearrangements of the activities may make this curriculum more flexible for any given setting. Sample handouts, worksheets, and forms of evaluation follow each unit in the order in which they were introduced and are keyed according to the activity number in the unit. I have labeled home tasks in bold-faced type to keep them distinct from class activities.

Pilot Unit One

Unit Duration: 45 45-minute class periods

A Unit Using the Binary Opposites of Creation/Destruction

TAS's sixth grade social studies curriculum provides the tools for students to be creators as they focus on geographical, sociological and political content. In dealing with knowledge about the world, the binary opposites of creation/destruction can be played out. Students love to be in control and to create their own worlds. The fascination of being in control can be seen in the students' intense involvement in the game *Dungeons and Dragons*, as well as computer games. In this unit they play "God" in creating their own island, naming it and making it what they want it to be. It can be their dream island, but it must be anchored in the real world for them to practice using the geographical terms and concepts.

This unit spans a semester. It can be taught in smaller increments and continually added to until the culminating project. The culminating project I did takes at least five weeks of five 45-minute class periods, depending on the size of the class. I taught the culminating part of the unit simultaneously with one colleague as mainly a speaking/listening project. Near the end of the project, I worked with another colleague on the myth writing section so that the second section of the same level received the same information. We combined the two sections for the final oral presentations, and each presentation took between 30 to 40 minutes although the requirement was a minimum of 20 minutes.

LEARNING STRATEGIES:

Metacognitive: Using prior knowledge or elaboration, activating background knowledge.

Cognitive: Using higher-order thinking skills of application; inferencing; note-taking; listening discriminately; extending knowledge.

Socio-affective: Cooperating, questioning for clarification.

CONTENT OBJECTIVES:

To use latitude and longitude to locate specific cities.

To learn major land forms and water forms.

To use various maps to locate major land forms and water forms, the continents, and the oceans.

To use direction words to talk about the location of a country or section of a country.

To use direction words to talk about traveling from one country to another or one part of a country to another.

To use a map scale to determine the distance between two locations.

To ask questions and talk about the location of a country.

To show how altitude and weather affect climate.

To use a grid on a map and locate a specific place.

To use knowledge of time zones to ascertain different times around the world.

To apply geographical terms in creating their own islands.

LANGUAGE OBJECTIVES:

Vocabulary: (Given in alphabetical order for quick reference)

Antarctic Circle, Arctic Circle, axis, boundary, capitals of major countries, directions: cardinal and intermediate, climates: tropical, subtropical, temperate, polar,time zone, compass rose, continents, degree, directions: Earth, equator, geography, globe, grid, hemisphere, International Date line, key or legend, land forms: peninsula, isthmus, island, glacier, coast/coastline, mountain, plateau, latitude, longitude, map, meridians, North Pole, oceans,

parallel lines, planet, Prime Meridian, scale, South Pole, sphere, symbol, time zones, Tropic of Cancer, Tropic of Capricorn, water forms: river, bay, stream, gulf, world.

Reading:

To read selections from various resources to learn geography vocabulary and skills.

To read a myth.

Writing:

To answer questions on video worksheets.

To write a myth.

Speaking:

To pronounce the vocabulary in a comprehensible manner;

To present short oral reports on their islands, articulating the geographical forms

To ask questions to get necessary information to complete an information-gap map exercise.

To share information to complete maps in an information-gap activity

Listening/watching:

To listen discriminately to videos, filmstrips, cassettes, and teacher and peer speech to gather information.

Grammar emphases:

Wh-questions

CULTURAL ASPECTS:

Clothing, holidays, laws, and mythology are only some aspects that can be incorporated and compared to their own culture as students create their own island.

EVALUATION: (See sample test at the end of this unit.)

Teacher-generated quizzes and tests--oral and written, graded oral reports based on use of computer project, on-going checklists. (See samples at the end of this unit.)

MATERIALS:

Globes, maps, atlases, video player, television, Apple IIE and Macintosh computers, information-gap handouts, video handouts, pointer

POSSIBLE RESOURCES: (For full references, see the bibliography.)

Hickman, C. *KidPix,*

Insel, E. *How to Read in the Content Area, Activity Book*--geography lessons 6-10, pp. 21-40.

Jones, M. B. *Island! A Geography Simulation.*

McCloskey, M. L. & Stack, L. *Voices in Literature.*

National Geographic Society. *Discovering Globes.*

Scholastic Inc. *Map Skills 1.*

Scholastic Inc. *Globe Skills 1.*

Scholastic Inc. *Globes Skills 2.*

Society for Visual Education, Inc. *Understanding Maps and Globes.*

****

1. To introduce vocabulary, use handouts on continents and oceans from *How to Read in the Content Area, Activity Book,* and have students work through exercises in class, using each other as resources, if necessary.
2. Have students make a set of concentration cards with the names of the continents and oceans, and then divide them into groups of three and have them play concentration. Have them practice pronunciation of names as they play. Circulate to check on pronunciation.

   <u>Home Task</u>:

Have students fill in the continents and oceans on a map of the world and study for a quiz.

3. Ask the students what a globe is. Record answers on the board. Then show them a globe and ask what students know about it. Again, record answers. Have students write the information in their notebooks.
4. To introduce vocabulary on the globe, use handouts from *How to Read in the Content Area, Activity Book,* and have students work through exercises in class, using each other as resources, if necessary. Ask students to pair up to exchange answers.
5. Have students view videos, such as *Where on Earth II: Space/Globe/Map,* and filmstrips, such as Globe Skills 2, *Latitude and Longitude,* on globes and fill in the vocabulary blanks, using the vocabulary word bank provided at the top of the teacher-prepared worksheets. (See worksheets at the end of this unit for examples.) As a whole group activity, have students read their answers to make sure everyone has the information. Call on students in random order.
6. Holding a pointer either vertically or horizontally, reinforce the direction of latitude and longitude, and have students respond verbally as either latitude or longitude to the pointer's direction to check students' comprehension. Have students work in pairs and use a ruler to quiz each other. Also check comprehension of the vocabulary equator and Prime Meridian through use of a pointer and rapid-fire questioning of students in random order. Continue with the activity until all students are familiar with the terms.
7. <u>Home Task</u>:

   Have students complete worksheets using latitude and longitude coordinates to locate cities around the world. Ask students to exchange

answers the next day with a partner. Study for oral quiz. (See materials at the end of this unit for a sample quiz.)

8. To introduce vocabulary on maps, use handouts from *How to Read in the Content Area, Activity Book*, and have students work through the exercises individually in class, using each other as resources, if necessary. Ask students to pair up and check their answers. Spot check for accuracy.
9. Show a filmstrip, such as *Understanding Maps, Globes, Graphs, Tables, & Diagrams*, Part II on maps, and have students listen for specific content points and vocabulary reinforcement information and fill in blanks on teacher-prepared handouts. (See the end of this unit for an example.)
10. **Home task:**

    Have students complete worksheets using a grid and cardinal and intermediate directions and a legend from the Society for Visual Education's *Understanding Maps and Globes.* Have students compare answers with a partner. Answer any questions.
11. Have students work in pairs to fill in an information-gap map exercise. (See the end of this unit for an example.) Tell them to sit so that the students with Map B cannot see their partner's map. Distribute the maps and read instructions. Circulate to make sure Map B students are not copying, but are listening. Suggest different ways to recycle direction vocabulary to accomplish the task. Prepare at least two sets of maps so that each student will provide information as well as receive it. (When preparing maps, use students' names as names of towns, rivers, etc., to make them more student-invested.)

    After each student has given and received directions, elicit from the students what made it easy and what made it difficult to understand the verbal instructions they received. List responses on the board.

12. Bring in a clock that shows the different times of countries around the world. Tell a story about calling someone at the wrong time of the day because of making a mistake in the change of times in the time zones. If a display that shows a map with night and day is available, take your students to it and discuss what is happening.
13. Show the video *Understanding Maps, Globes, Graphs, Tables, & Diagrams*, Part III or one like it, and have students listen discriminately to it so that they can fill in the blanks on a handout to gain vocabulary and content on time zones. (See material at the end of this unit for a sample handout.)
14. **Home task:**

    Ask students to complete a reading on time zones and fill in a worksheet from Scholastic Inc.'s *Map Skills*, applying their knowledge of time zones. Correct in class as a whole group, calling on individual students in random order. Draw on the board to explain any questions that can be answered that way.
15. Divide the class into pairs or groups of three at the most, depending on the number of AppleIIE computers available. Distribute a handout of vocabulary (see the end of this unit for an example) for the computer island simulation called *Island!* Photocopy and make available the logs that come with the program so that students can choose the island they want to explore when they are asked to do so. Have students work through the two-disk program, discussing and writing down definitions of vocabulary and filling out the logs. Tell them to draw pictures when that would make the meaning clearer. Encourage them to use other resources, especially geography dictionaries readily available in an elementary

library, to help them understand terms. Make copies of geography dictionaries available in the classroom.

16. **Home task:**

    Have students study for quiz on water and land forms and climate. (See materials at the end of this unit for a sample.)

17. Have students work individually to create an island of their own using the *KidPix* program for Macintosh computers. (Students prefer to work in color, but a black and white copy really works best unless the technology is available to handle a viewing of the picture in color.) Tell them to incorporate all the land and water forms from the island simulation and other elements, such as compass rose, scale, key, title, etc., that are found on maps. Have students hand in a printed copy of their computer printout of their island to be graded and to go into their portfolios. If the program *KidPix* is not available, have them do the same thing on another draw program or by hand on poster board or butcher paper.

18. In pairs, have students practice orally their presentations of the island creations. Circulate to check on pronunciation. Have each student present his/her island orally to the class. (The *KidPix* program can be displayed on a large monitor through the use of a video camera so that students can use color, or it can be displayed using a liquid crystal display (LCD) panel. If none of this equipment is available, enlarge the students' printouts of their *KidPix* islands on a photocopy machine so that the students have large enough visuals to do their presentations.)

19. <u>Long-term Project</u>:

    After all key vocabulary has been introduced, divide students into groups of four. As a group, ask them to create an island similar to their individual one finished earlier. Instruct them to include the following

elements in their project: a map and an explanation of its name; climate; weather; food; clothing; shelter; rules (laws); holiday; dance, language, or song; and myth. (See student and evaluation handouts in materials section at the end of this unit for details.)

During the week prior to the oral presentations, give the groups at least five periods in which to practice. Distribute to each group a copy of the checklist so that they can make sure that all requirements are included. Circulate among groups and give pointers on use of visual aids, position of body, etc., for a good oral presentation. Coach them and troubleshoot any problems that the groups do not seem to be able to resolve. Point out things that they have seemingly forgotten to include.

20. If possible, do this myth writing activity simultaneously with the above long-term project. Read aloud expressively James Weldon Johnson's poem "Creation." Elicit from the students the main idea of the poem. Ask them if it reminds them of anything from their own culture. Write responses on the board.

    Distribute a handout on myth like the one included in the materials section at the end of this unit. Go over the definition of myth, and ask them to share any other myths that they know of from their own cultures. Discuss these myths.

21. <u>Home Task</u>:

    Assign each student one of four myths from the creation unit in M. L. McCloskey and L. Stack's *Voices in Literature* to read at home. Have them focus on being ready to share the story line of the myth and what makes a myth different from a regular short story.

22. Using a jigsaw activity, have the readers of each myth meet in a group and discuss their understanding of the myth, and then prepare a retelling

of their myth's main idea to the whole class. Discuss the myths and elicit the elements that go into writing a creation myth. Write these elements on the board, and have students write them in their notebooks.

23. Have students work in their "create-an-island" group and brainstorm ideas of what they want to explain in their myth. Have the recorder write down the ideas. Tell the students to select the main idea of the myth as a group.

24. **Home task:**

    Assign each student to write a discovery draft of a myth of at least one page in length for homework to include the elements that distinguish a myth recorded in their notebooks.

25. Place students in their "create-an-island" groups and spot check their homework assignment. Then have students write their myth as a group, drawing on ideas generated in their individual discovery drafts.

    Give students sufficient in-class time to go through the writing process to prepare a draft suitable for a teacher response. Have students prepare a final typed or word processed copy of the myth for their portfolios, including an illustration. Ask them to give you all drafts, and make copies of the final myths to be included in each students' portfolio.

26. As part of the oral practice time, have students practice the oral presentation of their myths. (Part of the final evaluation for the "create-an-island" project includes evaluation of the presentation of their myths.)

Name: _____ **Activity #5**

Geography, Understanding Globes *from Using Maps, Globes, etc.* (Time: 14 minutes)

Some vocabulary to know at the beginning:
Scientists are people who study about life and the things of the earth.
Portion of the Earth means the same as part of the Earth.
Formations are the shapes of the things on earth like mountains, rivers, oceans, etc.

Directions: First, read all questions quickly and carefully. **Second,** look at the vocabulary list. **Third,** listen to the video carefully and fill in the blank or find the answer to a question. The questions begin at the beginning of the video.

depth	larger	scale
diameter	length	size
dimensions	millions	smaller
dimensional	models	twice
direction	nine	width
distance	one	
globe	planet	

1. Pictures have only two _____.

2. The Earth has three dimensions: _____, _____, and _____.

3. Scientists have developed three-dimensional computer _____ of many parts of the Earth to give themselves a better idea of what our _____ is like.

4. A _____ is a three-_____ model of the Earth that accurately shows the relationships of _____, _____, and _____among the bodies of land and water.

5. Most globes are _____ of times smaller than the earth.

6. Most globes have a _____ of 42 million because that's the number of feet--rounded off--of the earth's true _____.

7. A globe's scale is one to 21 million. Would the globe be TWICE as large or ONE-HALF as large as a globe whose scale is one to 42 million? _____

8. What about the blue ball? It's one-ninth the size of the yellow ball, its scale is _____ to _____.

9. As the model becomes _____, its scale becomes _____.

Name: _____ **Activity #5**

Globe Skills 2 (FSC), **"Latitude and Longitude"**

Directions: Listen to the cassette as you watch the filmstrip and use the following words to fill in the blanks.

90	Denver	latitude
180	distances	longitude
360	Greenwich, England	parallels
China	grid	Prime Meridian
circles	imaginary	zero

1. The equator is an _____ line that _____ the globe.
2. Because they are parallel to the equator, these imaginary lines are called _____.
3. Lines of _____ are used to measure _____ on Earth north and south of the equator.
4. This distance is measured in _____.
5. A full circle is _____ degrees.
6. Half a full circle is _____ degrees.
7. The equator lies at _____ degrees latitude.
8. And the North Pole is measured _____ degrees north latitude.
9. These lines are called _____, or lines of _____.
10. One of these imaginary lines runs through _____ _____.
11. It is called the _____.
12. We put our two sets of imaginary lines together an ' we get a _____ that looks like this.
13. What city do you see there? That's right. It's _____, Colorado.
14. There really is a place called Dzungaria! It's in _____.

Name: _____ **Activity #5**

Where on Earth II: Space/Globe/Map video, Lesson Two (Time: 15 minutes)

Some vocabulary to know at the beginning:
Zoom means to go quickly and smoothly somewhere, like in the sentence, "Let's zoom out of here."
Outline means just the line on the outside of an object drawn on a paper. This is the outline of a heart:

Directions: First, read all questions quickly and carefully. **Second,** look at the vocabulary list. **Third,** listen to the video carefully and fill in the blank or find the answer to a question. The questions begin at the beginning of the video.

axis	opposite	tilt/tilted
Eastern	revolution	turn
hemisphere	rotates	weather
imaginary	seasons	Western
Northern	Southern	365

1. The Earth _____. This word means _____.
2. The metal rod represents an _____ line in the center of the Earth. This line is known as the Earth's _____.
3. What word means not straight up and down? It is a line that looks like this: /

   _____
4. The Earth is _____ on its _____.
5. Half of a sphere is called a _____.
6. To explain night and day we look at the _____ and _____ Hemispheres.
7. A trip around the sun is called the _____ of the Earth around the sun.
8. It takes _____ days for Earth to go around the sun one time.
9. Different _____ changes occur (happen) causing (making) four _____.
10. The _____ and _____ Hemispheres have _____ seasons because of the _____ of the Earth on its _____.

Activity #8

Oral Quiz
Vocabulary from video, part 1, *Where on Earth II* filmstrip, *Globes 2, "Latitude and Longitude"*

This is a quiz to be delivered orally. Repeat the question ***twice*** only to encourage listening carefully. **Do not say the word for the blank.**

1. The equator is an *imaginary* line that circles the earth.
2. When the earth takes a trip around the sun, what is the trip called?
3. The earth is not straight up and down. It _____ on its axis.
4. What is half a sphere called?
5. Give two names for the imaginary lines that go from the North Pole to the South Pole?
6. Give two names for the imaginary lines that circle the earth.
7. What is the name of the line that is zero degrees longitude?
8. What is the name of the line that is zero degrees latitude?
9. *Draw a grid on the board.* When the lines of latitude and longitude cross, what is this pattern called?
10. Give the name of the city and country that the Prime Meridian passes through.
11. Give the name of the imaginary line that runs through the middle of the earth.
12. When the earth turns on its axis, we say that it _____. This is another word for "turn."

Name: _____ **Activity #9**

Understanding Maps, Globes, Graphs, Tables, & Diagrams, Part II, Lesson I

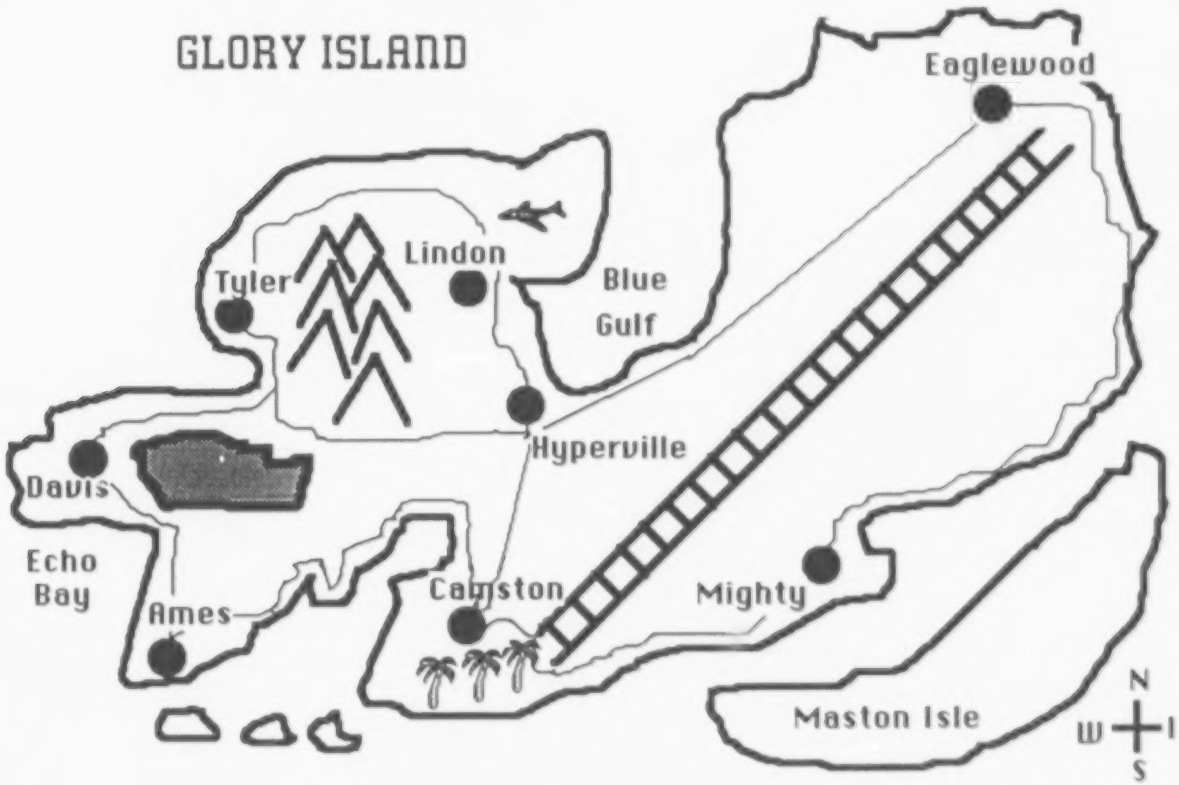
Directions: Write the word as you hear it.

70	Arctic	middle
90	cardinal	parallels
abbreviated	grid	Tropic of Cancer
Antarctic	intermediate	Tropic of Capricorn

1. North, south, east, and west--often _____ by their first letters--are called _____ directions.
2. The directions between them are known as _____ directions.
3. A series of lines that run east and west, and another that run north and south--a _____ is printed on globes to help us find particular places.
4. Those that run east and west are called _____ of latitude. These imaginary lines are always the same distance from one another--about _____ miles.
5. There are _____ degrees of latitude between the equator and the North Pole.
6. Twenty-three and one-half degrees southern latitude is known as the _____.
7. Twenty-three and one-half degrees northern latitude is known as the _____.
8. The area between these two latitudes, often called "the _____" has a tropical _____, warm and humid all year long.
9. The _____ Circle, at 66-1/2 degrees Southern Latitude, and the _____ Circle at 66-1/2 degrees Northern Latitude, also help identify climate.
10. The areas between the tropics and the Antarctic and Arctic circles, those in the so-called _____ latitudes, generally has more seasonal weather with a summer, fall, winter, and spring each year.

INFORMATION-GAP MAP EXERCISE
MAP A

Directions: Work with a partner. Do not show your partner your map and do not touch his/her map! Your partner has the same map, but he/she does not have all the information that you do. You are to tell him/her what to do to make his/her map look like yours. After your partner is finished, compare maps to see how accurate he/she was.



KEY

AIRPORT
LAKE
RAILROAD
BEACH
ROAD
TOWN

Activity #11

INFORMATION-GAP MAP EXERCISE
MAP B

Directions: Work with a partner. Do not look at your partner's map! Your partner has the same map, but he/she has more information than you do. Listen to your partner and follow directions to make your map look like his/hers. After you finish, check maps to see how accurate you have been.

KEY

AIRPORT
LAKE
RAILROAD
BEACH
ROAD
TOWN

Name: _____ **Activity #13**

Understanding Maps, Globes, Graphs, Tables, & Diagrams, Part III, Lesson I

Directions: Write the word as you hear it.

15	International Date	meridians
180	Line	Twenty-four
east	later	zones
Greenwich	measured	

1. _____ also form rings around a globe, but these rings run north and south.
2. The lines made by meridians are _____ in the same way as the lines of latitude--in degrees.
3. Because the Prime Meridian runs through _____, a town just outside London in the United Kingdom, it's sometimes referred to as the "Greenwich line."
4. When other meridians are dawn to the east of the Prime Meridian, we identify them by saying, "15 degrees _____."
5. There are a _____ degrees in the eastern hemisphere and _____ degrees in the western hemisphere.
6. The earth makes one complete _____ every 24 hours.
7. Now, if you divide 360--the total number of degrees of longitude-- by 24, the number of hours in a day, you would find out how many degrees the earth rotates in one hour--_____.
8. _____ international time _____ were established to help people keep track of time in different locations around the earth.
9. Eventually, if we kept heading westward, we'd reach the _____ _____. Located at _____ degrees, it's exactly half way around the world from the Greenwich line.
10. It's always one day _____ on the western side of the International Date Line than it is on the eastern side.

Name: _____ **Activity #15**

***Island!* --a computer simulation**

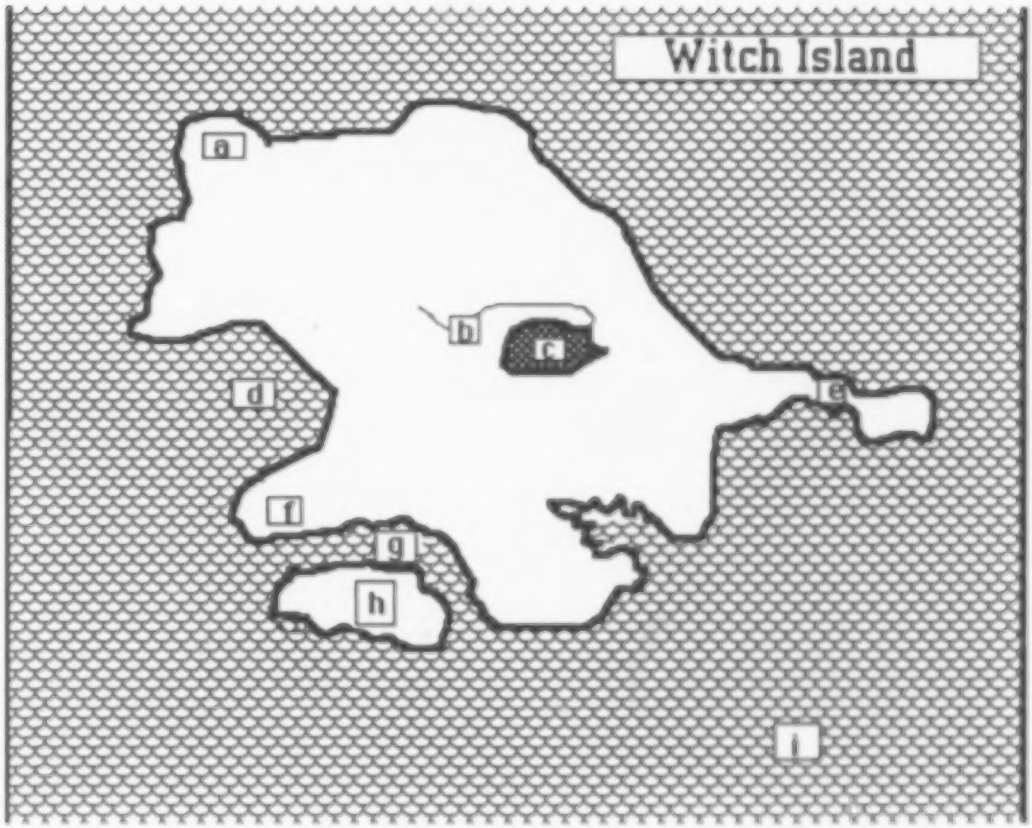
Directions: ***Island!*** presents over forty geographical ideas as listed below. Working with a partner, work through the computer program to find the definitions of vocabulary that you do not know already. Take notes and write down definitions. Use other books like *A-Z Geography Dictionary* if you need extra help in understanding the terms. Draw pictures, too, since that will help you understand some of the terms.

- directions
  - (N, S, E, W, NW, SW, NE, SE)
- how features are named
- grid lines
- scale
- figuring distance
  - using a grid
  - using a distance scale
- geographical features
  - island
  - peninsula
  - isthmus
  - cape
  - ocean
  - bay
  - gulf
  - strait
  - lake
- geographical features (cont'd.)
  - river
  - continent
- climate
  - globe
  - pole
  - axis
  - equator
  - hemisphere
  - climate zone
  - torrid
  - temperate
  - tropical
  - humid
  - frigid
  - currents
  - latitude
  - longitude
  - Prime Meridian
  - parallels
  - degree
  - quadrant

Name: _____ **Activity #16**

Water and Land Form Quiz

Directions: Write the correct word of the water and land forms beside the letter. Spelling is important.



a. _____

b. _____

c. _____

d. _____

e. _____

f. _____

g. _____

h. _____

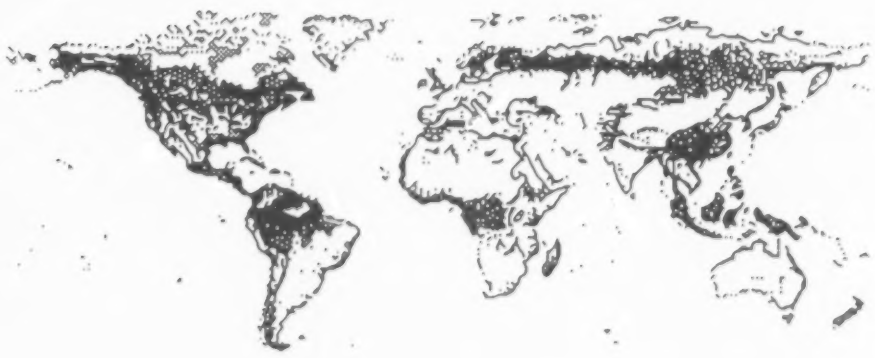
i. _____

Name: _____ **Activity #16**

Climate Quiz

1. What does *climate* mean? Answer in a sentence or two.

2. Label the climates on the map below.



a.

b.

c.

d.

e.

f.

3. Complete each sentence with the name of the correct polar area.

a. A cold, dry place with some low shrubs and grasses but no tress is a _____ area.

b. A cold, dry place where trees can grow is a _____ area.

c. A place where it is too cold and dry to grow almost anything is an _____ area.

4. In which kind of climate do the least people live? _____

5. In which kind of climate do most people live? _____

--Please turn your paper over.--

BEST COPY AVAILABLE

6. Match each term with its description by writing the letter before the number..

_____ (1) desert	(a) hot place with heavy rainfall only part of the year
_____ (2) grassland	(b) place too cold and dry to grow almost anything
_____ (3) rain forest	(c) cold, dry place where trees can grow
_____ (4) ice cap area	(d) cold, dry place with low shrubs and grasses
_____ (5) tundra area	(e) place with very little rainfall and few forms of life
_____ (6) boreal area	(f) hot place with heavy rainfall all year

Activity #19

Create-an-Island Project

You will be working in a group of three or four students for at least three weeks. At the end of the three weeks your group will present a twenty-minute oral presentation to all of Level I, both Ms. Cristelli's and Ms. Lyons's sections.

Each week you will have things that must be finished by Friday of that week. Each week you will receive instructions for that week's requirements.

Let's talk about groups first.

As a group member, you have to share the work equally. Organize your group before you begin to work. You can change the organization at the beginning of each week, but someone must be one of the following:

1. leader--makes sure that the work gets done, also works to get things done (This person does not just sit around watching; he or she works, too!)
2. timekeeper--keeps track of time, making sure that group members are aware of how much time they have to finish
3. recorder--writes ideas down on paper and keeps the paper to use later
4. gofer--gets and returns all supplies and materials (paper, markers, scissors, etc.)

If you are in a group of three, combine the roles (work) of number 2 and 3. One person should be both the timekeeper and the recorder.

Everyone is a group member. Everyone must participate equally to get the work done. All must have an equal part in the final oral presentation.

Activity #19

Create-an-Island Project
Week One Requirements

By the end of Week One, you must complete the following things and show them to your teacher who will check them off a list.

1. **Draw a map of your island**. On poster board or butcher paper, draw an island of your own creation. Put this island in the real world. Give it latitude and longitude readings. Give the island a name. Add interesting land and water forms, and make sure the map includes all of the items a map needs, such as title, compass rose, key or legend, etc. Label your land and water forms. You can add other things, such as amusement parks, recreation places, etc. This map needs to be colored and done beautifully and well.

2. **Reason for name.** Write notes to tell why you named your island what you did.

3. **Weather report**. Write a weather report for three days for your island. Write one day as yesterday, one for today, and one for tomorrow.

4. **Climate**. Write notes to tell what the climate for your island is like. Think about its latitude and longitude and the altitude.

Activity #19

Create-an-Island Project
Week Two Requirements

By the end of Week Two, you must complete the following things and show them to your teacher who will check them off a list.

1. **Decide on popular food.** (a) Decide what the popular foods are on your island. Make these different from the food that you eat here on Taiwan or in your home country. How are they different? (b) Decide when these foods are eaten. For example, are they eaten only during holidays or only at certain times of the year? (c) Write a script for a "food scene" for your oral report. Each person in the group must have a spoken part of approximately equal length. One person can be the narrator. This could include a scene in a restaurant with a menu of your special foods or a scene at home when someone is cooking or eating the food or a scene where you are shopping for food. You can certainly make up your own idea as long as it shows the special food.

Practice your food scene or skit (small play).

2. **Decide on the clothing.** Decide what type of clothing is typical for your island. What do people wear? You must include a "visual" of your clothing to show during the oral presentation. Group members could wear a piece of clothing and talk about it, or you may make a poster to show the clothing that the men and women wear. Any of your own ideas are welcome. Remember, that clothing must be part of the oral presentation.

Explain your visual.

3. **Decide on a typical shelter (type of building).** Decide what type of house/buildings are on your island. You need to include a visual of your houses/buildings for your oral report. You could make a clay model or a model from any other type of material you can find. You could also make a poster of the types of houses. Again, any new, creative idea of your own will be great as long as we can see what your shelters are like when you give the oral report.

Explain the visual.

Activity #19

Create-an-Island Project
Week Three Requirements

1. Decide what the important **rules** or **laws** of your island are. Write these rules/laws in scroll form. A scroll is a piece of paper that is rolled up often from two ends, usually having sticks at both ends to help to unroll it and hold it for reading.

   Write and practice a skit showing someone breaking a rule/law and what would happen to him/her.

2. Describe an important holiday of your island. Demonstrate what you do on that holiday with a skit or an explanation or any other idea that you have to orally present the holiday. Have the script or notes on your explanation ready by Friday.

3. **Your choice**. Choose only one of the following:
   a. Give a **language** lesson for the language of your island. Make up a language and teach the audience a few words in some way such as a skit.

   or

   b. Prepare a **song** of your island. Write the words and play some music with it. You can bring in "instruments" of your island to accompany your song.

   or

   c. Make up a **dance** that is special to your island. Be prepared to perform the dance during your presentation. You need to explain the importance of the dance and what it means.

By the end of Week Three you must have the following things finished.

1. **Written rules/laws in scroll form.**
2. **Skit/demonstration/ or explanation of holiday.**
3. **Script of language lesson or written song or notes on explanation of dance.**

Activity #19

Checklist for Create-an-Island Project

Group Members' Names:

1. _____ 3. _____

2. _____ 4. _____

Week One

	10	20	30
Requirements	*Not finished*	*Finished, but not ok*	*Finished*
1. Map			
2. Name, notes for explanation			
3. Climate, notes for explanation			
4. Weather report script			

Week Two

	10	20	30
Requirements	*Not finished*	*Finished, but not ok*	*Finished*
1. Food, skit script			
2. Food, visual and notes			
3. Clothing, visual			
4. Clothing, explanation/notes			
5. Shelter, visual			
6. Shelter, explanation/notes			

Week Three

Requirements	*Not finished*	*Finished, but not ok*	*Finished*
1. Rules written in scroll form			
2. Rules (skit demo, one)			
4. Holiday, skit/demo/explanation			
4. Language lesson script or			
4. Dance (short demo) or			
3. Song (script/music)			

Week One	Week Two	Week Three
Number of points:	Number of points:	Number of point:
Letter grade:	Letter grade:	Letter grade:

-See next page for myth checklist-

Checklist for Create-an-Island Project
Myth

	10	20	30
Requirements	*Not finished*	*Finished, but not ok*	*Finished*
1. Individual discovery draft			
2. Group rough draft for checking			
3. Final draft with illustration			

Number of points: _____

Letter grade: _____

Activity #20

Create-an-Island Project
Myth Requirements

As part of your island project, you will need to write and present a myth. A myth is a story that people tell to explain why things are the way they are. You have made your own island. Now you want to tell a story about how the Earth was made. This myth should be your group's own idea, not a myth from your culture.

1. Listen to the poem, "Creation" by James Weldon Johnson. Decide what the main idea of the poem is. Does it remind you of anything in your own culture?

2. Tell about any other myths that you know from your own culture.

3. Read or listen to a myth and decide what elements or necessary parts make up a myth. Be ready to report to the class. To do this, think about the question, "What must I put into a myth to make it different from a regular story?"

4. Work in your island group and review the elements of a myth. Then decide what kind of myth (what topic for the myth) that you will do. Brainstorm ideas orally. This means to write down every idea without saying it is right or wrong. The recorder needs to take notes.

5. By yourself write at least a one-page myth, using all the elements of a myth that you have studied.

6. Read your individual myths to each other in your island group.

7. Choose elements from individual myths, and agree orally what will be included in a **group myth**. Take notes during discussion and rewrite a myth as the group sees it.

8. Draw pictures of characters in the myth or draw a cartoon of your myth.

9. Prepare a skit, a puppet show or act out a cartoon strip to tell the story line of your myth during the final island project oral presentation.

Things you must have finished by the end of myth writing.

1. **One written copy of myth from your group.**
2. **One visual element of the myth to show during presentation.**
3. **One presentation element (skit, puppet show, or cartoon strip to be acted out).**

COMMENTS ON MYTH WRITING ACTIVITY

For number 3 above, I had students work in a jigsaw activity where I assigned four different myths from the creation unit in M. L. McCloskey and L. Stack's *Voices in Literature*. Each myth group met and discussed their understanding of the myth, and then prepared a presentation of their myth's story line to the whole class. Most of them acted out the myth to a narrator, thus, preparing themselves for number 9.

Create-an-Island Project Evaluation Form

Names: _____ _____

_____ _____

Island's Name: _____

1. Preparation/ Shows definite practice and thoughtfulness	1	2	3	4	5	6	7	8	9	10
2. Organization Logical Smooth transitions so one part flows smoothly into next.	1	2	3	4	5	6	7	8	9	10
3. Content Contains all requirements Is understandable	1	2	3	4	5	6	7	8	9	10
4. Creativity Shows imagination	1	2	3	4	5	6	7	8	9	10
5. Visuals Attractive/well done Appropriate for content Of good size (easily seen) Displayed/handled appropriately	1	2	3	4	5	6	7	8	9	10
6. Straightforward/ serious No fooling around No excess giggling, laughing, etc.	1	2	3	4	5	6	7	8	9	10
7. Cooperation Respect for all members shown Work/speaking divided equally among members	1	2	3	4	5	6	7	8	9	10
8. Speaking itself										
Loudly	1	2	3	4	5	6	7	8	9	10
Clearly	1	2	3	4	5	6	7	8	9	10
Interestingly/ enthusiastically	1	2	3	4	5	6	7	8	9	10

Total Points: _____/100

Comments: (See back)

Letter Grade: _____

Pilot Unit Two

Unit Duration: 15 45-minute class periods

A Unit Using the Binary Opposites of Selfishness/Sharing

This is a unit that works well after about a month and a half with students who enter ESLIS with zero or very limited English proficiency. It involves hands-on activities that help to build a community of learners. One component of TAS's sixth grade social studies curriculum states that "students will understand man's primary needs--food, clothing, shelter--and man's need to live in groups." (p. 1) Student groups discuss these issues and present their island's typical food. The sharing of food is an essential ingredient of interdependence, the unifying theme of this interdisciplinary curriculum. The simple story "Stone Soup," a French folk tale deals with one the primary need of food and a need to share food when one has it and others do not.

LEARNING STRATEGIES:

Metacognitive: Using advance organizers, directing attention.

Cognitive: Elaborating prior knowledge, predicting, webbing, taking notes, applying, deducing, contrasting.

Socio-affective: Cooperating, questioning for clarification, "breaking bread" together--or rather--"eating soup" together after having prepared it.

CONTENT OBJECTIVES:

To enjoy a French folk tale

To analyze the characteristics of the main characters

To tell why it is important to share when other people do not have something

LANGUAGE OBJECTIVES:

Vocabulary: (presented in alphabetical order for easy reference)

cry, flat, food preparation: peel, boil, cut, slice, chop, broil, etc.; forget, hungry, knock, laugh plan, play a joke, secret, selfish, soldier, stick, taste, vegetable words, village, whisper

Reading:

To read the story "Stone Soup," using predictive questioning.

To demonstrate reading comprehension by retelling the story.

To assess motivational behavior of characters.

Writing:

To write a grocery list for ingredients to make stone soup.

To write notes of invitation

To write a contrast paragraph between a video version and a story version, emphasizing use of present simple, there is/there are, and topic sentence.

To write thank-you notes.

To write a paragraph describing what they did as they made "stone" soup.

To complete a graphic organizer

To review their reading by drawing/writing a plot semantic web.

To write their own version of "Stone Soup," using the writing process.

Speaking:

To give commands, using verbs of food preparation.

To practice asking questions and making simple requests.

To converse with adults during a meal.

To retell the story.

To respond to Ann McGovern's version of *Stone Soup* it as an oral cloze exercise.

Listening/watching:

To listen and respond to commands.

To watch and listen to a video and record differences between versions of the same story line.

To listen to different versions of the same story and determine differences in written and oral form

Grammar emphases:

Imperative verb form

Present tense, simple and progressive forms

Past tense, both regular and irregular simple and progressive forms of specific verbs

Plurals of nouns

There is/there are

Direct speech

WH questions

CULTURAL ASPECTS:

The French folk tale as compared to folk tales from students' cultures and samples of "Stone Soup" told from a different cultural perspective. For example, not giving hospitality is against the culture in Turkey and the significance when the Turkish people do not offer hospitality in a Turkish version of "Stone Soup"; etiquette in invitation writing and thank you notes; food preparation; sharing a meal together, including differences in eating utensils and table etiquette

EVALUATION: (See sample test at the end of this unit.)

Teacher-generated quizzes and tests, graded portfolio writing samples

MATERIALS:

Large vegetable flash cards, well supplied home economics kitchen and soup pot, a stone, ingredients (from students and teacher) to make "stone soup," video camera, television, additional personnel to help supervise making the soup.

POSSIBLE RESOURCES: (For full references, see the bibliography.)

Story: Bailey, J. "Stone Soup, An Old Folk Tale" in *Begin in English*, pp. 50-57.

Video: Brown, M.. *Stone Soup, A French Folk Tale.* (both book and video version, especially video for comparative work)

Books: McGovern, A. (1968). *Stone soup.*

Nomura, Y. (1982). *Pinch and Ouch:*

Parnwell, P. C. *The New Oxford Picture Dictionary*

Stewig, J. W. *Stone soup.*

Zevin, P. E. *Beginning Workbook: The New Oxford Picture Dictionary.*

Various other versions of *Stone Soup* from the library.

****

1. A week before the "Stone Soup" unit begins, teach vegetable words. Use large pictures of vegetables, write the vocabulary on the board, and have students write the words into their notebooks. Encourage them to draw pictures or to write the word equivalent in their first language. If large pictures are not available, introduce the vocabulary in any other context-rich environment, such as a picture dictionary.
2. Have students prepare and play a concentration game with reduced pictures of the vegetables and words to be matched.
3. **Home task:**

   Assign study for a quiz, including spelling of the vegetable words.

4. Show the same picture cards one at a time and have students write the correct name of the vegetable word.
5. Have students learn verbs related to cooking preparation. Distribute a handout, page 105 of *Pinch & Ouch,* to provide context. Have students also refer to a picture dictionary to fill in the handout. (Page 31 of *The New Oxford Picture Dictionary* provides a set of kitchen verbs.)
6. Have students play a game of concentration matching the pictures from *The New Oxford Picture Dictionary*, and the verbs to practice. In pairs, have them show each other the picture cards of the verbs (with the correct answer on the back), and elicit the correct answer to test each other before a quiz.
7. Model an action and elicit the correct response. In this case, work on present progressive, by asking, "What am I doing?" Have students respond with an answer in the present progressive. Have students write at least five sentence responses in their notebooks. Spot check for accuracy.
8. **Home task:**

   Assign the workbook pages that accompany *The Oxford Picture Dictionary* to help reinforce the kitchen vocabulary.

   In pairs, correct in class.
9. Prior to introducing the story "Stone Soup," have the students look up and/or give the correct past tense of the kitchen verbs. (To help distinguish between regular and irregular verbs, have the students divide their paper into two columns, labeled regular and irregular. Give a quiz on both present and past tenses of these verbs.
10. **Home task:**

    Have students study for quiz on kitchen verbs, using worksheets and notebooks.

11. Involve students in a predicting pre-reading activity for the story "Stone Soup." Using the activity "The Surprise Package" as outlined in *Headstarts*, pp. 26-27, do the following: a. Bring a stone wrapped in newspaper to class and tell the students that a stranger left this package in your mailbox in the teachers' workroom. You are a bit afraid to unwrap it. What could it possibly be? Invite guesses. b. Take off a few layers of paper and invite more guesses. Ask, "Should I continue? Could someone be playing a trick on me?" c. Reveal the object and express surprise. Invite the class to ask questions about or speculate on the object. d. Link the stone to the story "Stone Soup" through a bridge sentence or bridging question. For example, ask,"What kind of stone is this? Look at the markings--or there are no markings. It does not look very special." Say, "We're going to read a story where a stone plays a very important part. Could someone ask me a question about the stone--a question that might help us to decide what the story we are going to read will be about?" e. Answer the questions briefly, leaving room with the stone for mystery, and when you reappear shortly thereafter, ask the students to predict the plot of the story.
12. Have the students preview the story, "Stone Soup," by looking at the pictures, the title, and captions, and have them predict what the story will be about. List ideas generated, especially any vocabulary, on the board.
13. Give students a copy of the Question & Thought Worksheet (see materials at the end of this unit). If this is the first time for using this technique, explain the directions carefully. (A handout with a set of directions is given in the resources at the end of this unit.) If there is time in class, have students begin reading the story silently, filling in the Questions & Thoughts (Q & T) and keeping a list of vocabulary words new to them.

14. **Home Task**:

    For homework have the students finish reading the story, continuing with the vocabulary list and writing Questions and Thoughts (Q & T).

15. Have the students take their Q & T papers and a copy of the story into a reading circle. Have them discuss the story and ask for clarification from each other first. Try to be a resource, rather than the one with all the answers. Encourage students to read their homework questions, if they are hesitant to participate.

16. Introduce the idea of semantic mapping if it has not already been introduced. Elicit from the students different categories that they would have to study if they were going to have a test on the story. Write these on the board and have students copy them into their notebooks.

17. **Home Task**:

    Have students complete the semantic map for homework.

18. Have students work in groups of three to transfer their semantic maps onto butcher or experience paper. Circulate to check on completion of homework assignment. Encourage them to take the best of all homework papers and expand wherever necessary. Let them make changes on their own papers to have for study purposes.

19. Compare the group semantic maps and discuss the differences. Elicit from the students reasons for differences between the maps. Have them determine which one(s) capture the story the most accurately.

20. **Home task**:

    Have the students use their semantic maps, Q & T papers, and a copy of the story to review for a test. (See the material at the end of this unit for a sample.)

21. Prepare the students by telling them that they are going to watch a video and need to write down any differences they can see/hear between the book and the video versions for a writing assignment. Be sure the video is a version of the story different from the one they read. Have them write down at least ten differences. Suggest that they need to ask you to stop the video so that they can write down information.
22. Review the use of there is/there are. From their notes, elicit from the students a couple of examples of differences between the book and video versions of the story, having students use there is/there are in their responses. Write the answers on the board.

    Ask them how they can write sentences contrasting the story and the video. Discuss the language necessary for comparing and contrasting, emphasizing such words as similar to, different from, etc. Write student sentences on the board as models, correcting where necessary. Have the students write the sentences in their notebooks as examples.

    Elicit from the students a good topic sentence for the paragraph. Write suggestions on the board and discuss.

    Home Task:

    Assign a discovery draft of one to two paragraphs contrasting the two versions.

    In class the next day, pair students up and have them read their partner's paragraph and answer questions on response sheet to be given to their partners. Begin working on a revision based on peer response in class. Circulate and answer questions.

    Home tasks:

    Have students complete the revision for the following day.

    Collect the revision and respond to it.

Distribute revisions with feedback, and have students rewrite. Continue this process through one or two more drafts, depending on the quality of work. (This may take one or two more home task assignments.)

Have students peer edit the next-to-the-last draft.

Collect the final drafts, along with all other drafts, and grade the final paper, return them, answer questions, and have students place their work into their portfolios.

23. Introduce the idea that they are going to make their own stone soup. Have students generate a list of what ingredients they will bring to make stone soup. Be sure someone is responsible for bringing the stone.
24. Model kitchen verbs again and ask, "What am I doing?" Have students give the action verb in a sentence using the present progressive.
25. Several days before making stone soup, have students write letters of invitation to people they want to invite to share stone soup with them. Brainstorm things that need to be included in an invitation. In pairs, have them prepare a rough draft, check it, and then have them make their own cards of invitation. After giving verbal directions for places in the school they do not know well (like the superintendent's office), have the students hand deliver the invitations.
26. Arrange for a longer time period to make stone soup if an extended time period is not normally available. (It will take at least one and a half hours to make and eat the soup and to clean up the kitchen.) Also prepare in advance to have the making of stone soup videotaped for additional class work. Depending on the size of your group, you may want to get another adult to help supervise. (Many of my students have never used a knife before nor have they ever scraped a carrot, for example, and they need guidance.)

Get a large soup pot of water boiling before class begins on the day of making stone soup. Add the meat and bouillon to get the flavor going before the students arrive.

Have the person videotaping the making of stone soup ready to begin taping when the students arrive. (The videotaping can be selective but should try to capture the full process and focus on all students several different times.)

Before the students arrive, write SVO (subject-verb-object) on the board. After students arrive, have them provide several examples such as, "George is cutting the carrots. Maria is washing the cabbage." to review food preparation verbs in the present progressive as well as sentence structure.

Organize the students to prepare stone soup. Begin with having the student who brought the stone put it into the pot of boiling water.

Have students reenact the story as much as possible, with certain students being the soldiers and the rest the villagers. Ask students what they are doing to give practice with present progressive verb tense and the kitchen and vegetable vocabulary. Wherever possible elicit new vocabulary. For example, as the student with the stone puts it into the pot, ask what happens to the stone. A valid answer of "drops" can be extended to "sinks." Use any and all language opportunities to have students create and respond to commands and ask and answer questions.

Encourage students to help each other but to let each person do the majority of work with his/her vegetable. Have students share stirring the pot and when the soup is almost ready, invite some to share in putting in the salt and pepper according to your instructions. Monitor the taste and add bouillon and other seasonings to bring out the flavor.

Designate a time, and have students set the tables to be ready for their guests. When the guests arrive, have students greet them, and serve the soup to the guests first and then to the students. Try to give the stone to students, but when they reject it, sneak it into a teacher's bowl. Have the adults sit with the students and converse with them as they eat. When the opportunity arises have the students retell the story of "Stone Soup," to their guests.

Make each student responsible for clean-up of his/her work area and after everyone has finished eating, hold the whole group responsible for the clean up of the home economics room.

27. The next day, have students in pairs write a thank-you note to adults who helped make stone. Brainstorm ideas of what should be said. Write on the board, "Thank you for v+ing . . . ." Have students write a rough draft, check it, and then have them make a card, decorating it to make it attractive.
28. View the video of the students making stone soup. Have students write down at least two things that each student did in making stone soup. Encourage longer sentences like, "Evelyn put the stone into the soup pot." Stop the video at students' request so that they can write down the information. Elicit from them the correct verb tense to use. Remind them of certain irregular verbs and refer them to their lists of kitchen verbs in the past tense.
29. In class, have students write the discovery draft of a letter to a friend to tell of their making stone soup. Go through a process-writing procedure to complete this letter, the drafts and the final copy to go into portfolios.
30. If you have a story teller on staff, ask that person to tell, rather than read, a version of stone soup--or prepare a telling (not reading) yourself. If the

story cannot be told, read other versions from the elementary library. Have students list the differences among the stories. Then have them discuss the characteristics of the main characters to see if there are different motivations given for the villagers' being unwilling to give food to the soldiers. Write the differences on the board, and have students write them in their notebooks.

30. Use *Stone Soup* by Ann McGovern as an oral cloze exercise. While you read it, pause for the students to fill in the appropriate response since it is very repetitious.

31. Have students note the use of quotation marks for the use of direct quotations and the English convention of having separate paragraphs for different speakers from the story "Stone Soup." Model this with students using their own names on the board. Have them write the examples into their notebooks.

Have students write their own stone soup story set in their own country. Encourage them to use foods and situations of their own culture in the writing of the story. If you have students from the same country, group them and have them brainstorm reasons why people would hesitate to give food to strangers or soldiers. For example, would it be against the hospitality in their culture to refuse to give food as it is in Turkey? Have students brainstorm possible story lines in small groups based on nationalities, and then write a story similar to "Stone Soup" but with characters, events and endings of their own invention. Have them use as much of the vocabulary and writing style as possible from the original story.

Have students use the writing process approach to complete the stories. Include in this process the opportunity for students to read their stories to a partner. (See example of the writing process in Pilot Unit One.)

Collect and grade the final version, and include all drafts for the students' portfolios.

Activity #13

Questions & Thoughts

Worksheet Directions

Before you begin to read, look at the pictures and big letters in your story. As you look at the pictures, write any questions that you have in the Questions column and any ideas about what the story is about in the Thought column. Then as you read the story, keep writing questions and thoughts. Questions can include questions about the meaning of vocabulary words, but you should ask other questions, too. Ask yourself questions about what is happening or going to happen in the story. When you think of a question, write it before you read any more. If you find the answer to your question, you can write the answer under the question itself. In the Thoughts column, write anything that you feel about the story or any idea of your own. For example, you may think a person in the story is crazy or mean. Write that idea in the Thought column. You might think that the story is going to be about a murder. Write that down in the Thought column.

Question and Thoughts are not right or wrong. When you read, try to find answers to your questions and see if you are right in your thinking.

Activity #13

Questions & Thoughts Worksheet

Title of story: _____

QUESTIONS	THOUGHTS

Name: _____ **Activity #20**

"Stone Soup" Test

Read ALL the directions. Directions: Write your answers on the blanks to the left of the test question number. Do NOT ask any question, but draw a square around the number 7. If you do this without asking any question, you will get two class dollars.

_____ 1. How many soldiers were there in the book's story?

_____ 2. What were their names?

_____ 3. From what country did they come?

_____ 4. What were the soldiers coming back from? What had they been doing? What had they fought in (fought = fight, irregular past tense)?

_____ (1)
_____ (2)
_____ (3)
_____ (4)
_____ (5)

5. Name **five** kinds of food that the soldiers see in the villagers' homes when they ask for food.

_____ 6. What kind of people were the villagers? Why wouldn't they give the soldiers any food?

_____ 7. What do the soldiers play on the villagers? How do they get the villagers to give them food?

_____ 8. What did one soldier whisper into the other soldier's ear?

_____ 9. How many stones did these soldiers use to make their stone soup?

_____ 10. What do the soldiers make the soup in?

_____ 11. Before they put the vegetables into the water, the water was ___. This is another word for bubbling.

_____ 12. The soldiers taste the soup and say that it tastes ___.

_____ (1) 13. Name **five** things that the
_____ (2) villagers bring to put into the
_____ (3) soup.
_____ (4)
_____ (5)

_____ 14. Who buys the stone?

_____ 15. How much money does he/she pay for the stone?

_____ 16. When the soldiers leave the village, what do they do **at** the villagers?

17. In a paragraph of 5-6 sentences, tell me what you learned from the story "Stone Soup." Remember to write a topic sentence (first sentence) and a concluding (last) sentence.

Pilot Unit Three

Unit Duration: 12 45-minute class periods

A Unit Using the Binary Opposites of Integration/Segregation

The issues of ethnocentricism and prejudice rear their heads under the topics of sociology and problem-solving and sharing in TAS's sixth grade social studies curriculum. The mainstream sixth graders read both *The Cay* and *Walkabout* that deal with the same issues. The following unit, based on the short story "Rosa Parks Goes to Jail," deals with the binary opposites of integration/segregation.

LEARNING STRATEGIES:

Metacognitive: Using advance organizers, directing attention.

Cognitive: Contextualizing, inferencing, transferring, note-taking.

Socio-affective: Experiencing what it feels like to be discriminated against on the basis of nothing that they can control, questioning for clarification, cooperating.

CONTENT OBJECTIVES:

To assess the role of Rosa Parks and others involved in the Montgomery bus boycott.

To consider the power one person can have in fostering change.

To compare a variety of strategies people can use together to bring about equality.

To distinguish between fact and opinion.

To recognize prejudice and discrimination.

To show examples of equal rights.

LANGUAGE OBJECTIVES:

Vocabulary: (presented in alphabetical order for easy reference)

boycott, brave, community, constitution, court, discrimination, dream equal rights, fact, guilty, jail, judge, justice, lawyer, minister, non-violence, opinion, passenger, prejudice, race, require, rights, segregation, sewing machine, Supreme Court, victory, violence,

Reading-

To evaluate a story and poem

To retell a story and poem

To explain main idea of a story

Writing

To complete a graphic organizer

To fill in key points on worksheets while listening discriminately to videos and viewing filmstrips

To write a journal entry on what it feels like to be discriminated against after the segregation simulation

To fill out a story map

Speaking:

To participate in a reading discussion group

To describe feelings of being discriminated against

Listening/watching:

To listen discriminately to filmstrip cassettes while watching the film-strip

To listen discriminately to videos while watching the video

Grammar emphases:

Capitalization

Punctuation

Sentence combining using *before, after,* or *when*

Sentence combining using *and* or *but*

Prepositions for dates, with cities and states, and directional *to*

WH Question formation

Past tense verbs

CULTURAL ASPECTS:

Black/white relationships; ESL/mainstreamed relationships; the United States courts and legal system, Christian Protestant religion, and the Capitol of the United States

EVALUATION: (No sample test available for this unit.)

Journal writing on simulation experience; teacher-generated test on story, "Rosa Parks Goes to Jail"

MATERIALS:

Videos, library books, VCR player, monitor

POSSIBLE RESOURCES: (For full references see the bibliography.)

Story: "Rosa Parks Goes to Jail," in *Begin in English*, pp. 70-75.

Exercises: Lesson 18, "Biography," *Write it Right: Beginning Handwriting and Composition Books for Students of ESL*, pp. 132-138; Martin Luther King, Jr. unit from *How to Read in the Content Area*, pp. 57-60.

Videos: *A Picture Book of Martin Luther King, Jr.; A Class Divided* (for teacher reference).

Filmstrips: Society for Visual Education, Inc. *Lollipop Dragon's Adventures in Ethnic Pride.*

"Alone and Together," *Open Minds to Equality*, pp. 190-191 and pp. 203-205.

Books from the library with photographs of Rosa Parks, Martin Luther King, Jr., police violence against the blacks, etc.,

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1. Have the students look at the pictures, title, and captions that go with the story "Rosa Parks Goes to Jail" in the text from *Begin in English* and predict what is going to happen in the story. Have them write any questions they have from the pictures in the "Questions" column and any thoughts in the "Thoughts" column of a Question & Thought (Q & T) worksheet. (See materials for Activity #13 of Pilot Unit One for a sample.). Ask students why it is important for them to predict before reading the story. Have them write their insights in a learning strategy section of their notebooks or in their journal.
2. Discuss the story. Encourage students to answer each other's questions and build on their own responses. Have them retell the plot, and draw a plot semantic web on the board. Have students copy the web into their notebooks.
3. Distribute the poem, "I Am Only One" from *Open Minds to Equality*. Read the poem together in class and discuss. Have students retell the poem in their own words. Elicit from students' examples of people from their own culture who have made a difference in getting equal rights for people.
4. **Home task:**

   Have students write a short poem of their own using things that they could do to make a difference in school or their neighborhood as one person. Tell students that they will share this poem with others.
5. Share poems and discuss possibilities.
6. The day after discussing "Rosa Parks Goes to Jail," divide the students into two groups on the basis of some arbitrary color distinction: hair color, eye color, (if a great enough variety exists), clothing color, etc. When they come into the room, make all those "discriminated against" stand in the back of the room. (If possible preview *A Class Divided* and create a sce-

nario that will fit your context.) Carry through on this discriminatory simulation as long as you feel comfortable.

Have students discuss how they felt if they were in the group discriminated against or in the privileged group. Repeat this activity a couple of times during the course of this unit, "discriminating against" different groups, again on a totally arbitrary color basis.

7. Introduce the idea of a story map if it has not been used before. (See form in materials at the end of this unit.) Write the words Someone, Wants, But, So in four columns like the worksheet. Find out from the students the name of a fairy tale like "Cinderella" that they are familiar with. Write Cinderella in the Someone column. Ask students to name something that Cinderella wanted. Write that in the Wants column. (See complete example on Cinderella in *Mainstreaming Language Minority Students in Reading and Writing*.) Complete the story map, and have the students write the example in their notebooks. Draw conflicting arrows on the chalkboard and introduce and discuss the word "conflict."

   Distribute a Story Map handout for homework.

8. **Home task**:

   Have students write in their journals discussing their feelings about the discrimination simulation. Have students fill out a story map to distinguish the conflicts and results in "Rosa Parks Goes to Jail."

9. Have students compare answers of their story maps in pairs. Then discuss this as a whole class.

10. Show the filmstrips on fact and opinion and prejudice and discrimination from *Lollipop Dragon's Adventures in Ethnic Pride*. Stop the filmstrip to answer questions on vocabulary or to clarify significant points.

8. **Home task**:

Have students complete the worksheets included in the unit in *Lollipop Dragon's Adventures in Ethnic Pride* to focus on targeted vocabulary and important concepts.

9. Discuss the answers to the worksheets in *Lollipop Dragon's Adventures in Ethnic Pride*, and field questions regarding vocabulary or concepts.
10. Show the video, *A Picture Book of Martin Luther King, Jr.*, and have students fill in a worksheet to focus on the vocabulary of discrimination, the Christian religion, and significant events related to Martin Luther King, Jr. (See materials at the end of this unit for a worksheet for this video.)

    Circulate books from the library that show scenes of the riots of the 1960's, pictures of Rosa Park and Martin Luther King, Jr. Have students interact with each other and discuss the pictures.
11. **Home task:**

    Have students complete the unit on Martin Luther King, Jr. from *How to Read in the Content Area, Activity Book.*

    Have students use their notes and a copy of the story "Rosa Parks Goes to Jail" and prepare for a test. (No sample available.)
12. In pairs have students compare answers to Martin Luther King, Jr. unit done for homework.
13. Write several sets of simple sentences on the board that relate to each other in a time sequence. Ask students how to put these two sentences together. Write their responses on the board. Together decide which answer or answers are accurate. Tell students that as they become more advanced students in writing their sentences need to become longer and that they need to join ideas in a logical manner in the same way that they just did with the examples.

Have students begin grammar exercises that use content about Martin Luther King, Jr. and Malcolm X in *Write it Right*. focusing on capitalization, punctuation, and sentence combining, using "and" and "but" and "before," "after," and "when."

14. Home task:

    Complete grammar exercises in *Write it Right*.

15. In pairs, have students correct exercises. Circulate and spot check accuracy as well as answer questions as students disagree on answers. Determine if there is any particular problem that needs to be addressed as a whole class activity. Address these issues as they arise.

16. **Home task:**

    Assign study for a quiz covering the grammar points in *Write it Right*. (No sample is available at the end of this unit.)

Name: Sample Activity #7

Story Map

Title of the story: Rosa Parks Goes to Jail

Someone	Wants	But	So
Rosa Parks	to go home sitting down on the bus	the bus driver tells her to move because a white man needs to sit down and there's not more room	says, "No."
bus driver	Rosa to stand up	she refuses	he calls the police and has her arrested

NB: These are just samples of what can be taken from the story.

Source: Adapted from *Mainstreaming Language Minority Students in Reading and Writing* by Kenneth M. Johns and Connie Espinoza, 1992, Bloomington, IN: Phi Delta Kappa Educational Foundation.

Name: _____ **Activity #10**

A Picture Book of Martin Luther King, Jr.

Read the following words and sentences, listen to the video and answer the questions. The questions go in the order of the video. I will stop the video when you should answer a question.

laws	football	pastor
January 15, 1929	church	sing
Martin Luther King, Jr.	ride his bicycle	White Only
baseball	teacher	black leaders
teacher	black leaders	yes
minister	schools and jobs	fifteen
Rosa Parks	Coretta Scott	pastor
almost a year	bomb	love
Nobel Peace Prize	"I Have a Dream"	Washington
Atlanta, Georgia	James Earl Ray shot him.	

They were white, and he was black.
parks, pools, hotels, restaurants, schools and job

1. What is the name of the black leader?

2. This man led protests and marches demanding (saying that people must do something) fair _____ for all people.

3. When was this man born?

4. Where was he born?

5. What was his father's occupation?

6. What was his mother's occupation?

7. What sports did he like to play?

8. Name one other thing he liked to do.

9. Where did he often sing?

10. Why did his two friends say that they would no longer play with him?

11. What did many signs say?

12. Where could blacks **not** go?

A Picture Book of Martin Luther King, Jr., p. 2

13. Who did he read about after he learned to read?

14. Was he a good student?

15. How old was he when he went to college?

16. Who did he marry?

17. What was his first job?

18. Who was arrested in Montgomery for sitting in the "White Only" Section of the bus?

19. What did someone throw into this man's house?

20. He said, "We must _____ our white brothers."

21. How long did the protest last?

22. Where did he march to in 1963?

23. What was the name of his famous speech?

24. What did he win in 1964?

25. How did he die?

Pilot Unit Four

Unit Duration: 15 45-minute class periods

A Unit Using the Binary Opposites of Survival/Death

Survival is a hallmark of the island project. Students see that their island must support them and provide them with a means of living without assistance from the outside world--at least for a time. Survival involves more than providing food for themselves; it also involves knowledge of the environment and how to manage without someone else taking care of them. Consequently, this unit of survival fits even though it is a unit based on survival in a jungle, and the students' islands may or may not have jungles as part of their terrain.

This particular unit provides a wealth of opportunities for the teacher to weave in variety of activities and to expand it in many directions. I relate herein ways that I have used the unit.

Based on a true story of Juliana Koepeke, a German girl (name changed in the book to Suzanne), *Girl Against the Jungle*, tells the story of her courage and wisdom in surviving ten days alone in the jungle of Peru after her airplane crashed on Christmas Eve, 1971. Raised in the jungle by scientist parents, Juliana was taught rules to survive in the jungle, and by using these, she survived for ten days alone and found her way out of the jungle by finding and following a river to a hut. The owners, some Indian hunters, found her and took her to a doctor in Lima.

LEARNING STRATEGIES:

Metacognitive: Using advance organizers, directing attention.

Cognitive: Elaborating prior knowledge, taking notes, resourcing

Socio-affective: Cooperating, questioning for clarification

CONTENT OBJECTIVES:

To investigate plants and animals of the rain forest

To demonstrate use of encyclopedia skills to prepare a short report.

To formulate rules of the jungle that help one to survive there if stranded, using reading.

LANGUAGE OBJECTIVES:

Speaking:

To weigh the content of the plot of the reading

To paraphrase the story, using key vocabulary

To report on an animal of the jungle

Listening:

To distinguish sounds of the rain forest.

To evaluate peers' reports on animals.

Reading:

To engage prereading activities.

To predict throughout the reading as well as at the beginning.

To assess motivational behavior of characters.

Writing:

To predict ways to survive, write a paragraph describing what they would do to live if they were suddenly lost/stranded all alone in the jungle.

To characterize a main character through using the writing process for a composition.

To summarize in a letter the significant events of the plot while pretending to be the main character, writing to a friend in Germany after the airplane crash and surviving the jungle.

Grammar Emphasis:

Use of "or" to introduce a definition

CULTURAL ASPECTS:

Peruvian jungle/rain forest, including Indians, animals, reptiles, and insects; ways to survive in a jungle

EVALUATION: (See sample test at the end of this unit.)

Teacher-generated quizzes and tests, graded portfolio entries, oral report.

MATERIALS:

Artifacts of the jungle, record player, posters.

POSSIBLE RESOURCES: (For full references see the bibliography.)

Books: Vincent, M. (1978). *Girl Against the Jungle.* Longman reader, Stage 2.

Video: National Geographic. *Great Cover-up: Animal Camouflage.*

Record: Folkways. (1960). *Sounds of a Tropical South American Rain Forest.*

A variety of books on the rain forest and jungle from the library, especially those showing the animals and vegetation. National Geographic books are especially good.

****

1. Put up a display of posters and any artifacts of the jungle and rain forest that are available. As much as possible, create a jungle atmosphere in the classroom.
2. To activate background knowledge and to focus the knowledge into categories according to the five senses, have students write down anything that they can think of about a jungle or the rain forest under the categories of the five senses. Refer to the displays and artifacts. Let them work in pairs, small groups or individually.

Set the stage by asking them to write about being lost in the jungle alone. For 15 minutes, have them write what they think they should do to be able to live and get out of the jungle alive. Then collect their samples and keep them for students to check against what Suzanne did to survive at a later time.

3. Have students preview the pictures, title, and captions in the book and field any questions. There are several ways to handle the reading. To have students predict throughout the reading, have students fill out a Question and Thought form (see materials at the end of Unit Three). To help students categorize information about the jungle, have students list the new things they learn about the jungle under the five senses as they read. Tell students to keep a running list of vocabulary new to them.
4. Have students work in groups according to the five senses and compile information for the assigned sense by writing their discoveries on butcher paper. Then have each "sense" group share information with the whole group. Ask students to add to their lists as additional observations are shared. Post the butcher paper group lists.
5. After the students have read far enough in the book to know that the jungle is full of sounds, help them appreciate the sounds that Suzanne heard. Play a recording of jungle and/or rain forest sounds from a record such as *Sounds of a Tropical South American Rain Forest*, as students are entering the classroom. Let them ascertain what the noises are, and ask them to guess what animals might be making the sounds.
6. To have students think about how Suzanne survived in the jungle, have them write down the rules of the jungle as presented in the text. Then have them share these as a group to ensure understanding of vocabulary. Dramatize some of the vocabulary like poke, as necessary.

7. Hand back the students' 15-minute writings from the beginning of the unit, and have them compare their ideas of how they might survive in the jungle with what Suzanne did. Discuss the differences.
8. Have students retell the story as they discuss the book.
9. Make picture books of the rain forest and jungle available in the classroom. Have students peruse them and talk about the creatures and people of the jungle that they find.
10. After reading and discussing the book, brainstorm adjectives that describe Suzanne. Emphasize the use of one of the adjectives in the topic sentence. Using the writing process approach, have students write a composition characterizing Suzanne, supporting the controlling idea with examples from the book. Grade the final draft and keep all drafts in the students' portfolios.
11. **Home task**:

    Have students study for a test covering the content of *Girl Against the Jungle*. (See test included in the material section at the end of the chapter as a sample.)
12. **Long-term Project**:

    The creatures of the jungle provide a wonderful opportunity to expand content learning to how animals protect themselves. As a prereading activity, use a K-W-L Worksheet (What We **K**now, What We **W**ant to Find Out, What We **L**earned and Still Need to Learn) (See example at the end of this unit.) Draw three columns on the board and label them according to the K-W-L Worksheet. Have students brainstorm what they know in response to the question, "How do animals protect themselves?" and list all answers on the board. Have students fill in their own sheets.
13. **Home task**:

Assign reading of "Now You See Me, Now You Don't" from *Wings*. Have students use the "want to learn" column as they read and have them write predictive questions. Then in the "learned" column, have them write the big ideas of the reading. At the same time, remind students to keep a log of new vocabulary words. (An example of possible vocabulary is included in the material at the end of this unit.)

14. Have students share in groups of three their K-W-L worksheets and add any additional ideas to them.
15. Show a video like *The Great Animal Cover-up: Camouflage* and fill in a worksheet to gain and/or review concepts and vocabulary. (See the materials section at the end of this unit for a worksheet example.)
16. Bring in linguistically appropriate books from the library, and give each student a book to read for homework. Have them add to their K-W-L Worksheet several new things that they learned from the library books.
17. Have students share new camouflage ideas gleaned from reading their library book with a partner. Then have students share one of the most interesting new things that they learned with the whole class.
18. **Home task**:

    Have students study the reading, "Now You See Me, Now You Don't" and review worksheet from video for test. (See test included in the materials section at the end of this unit as a sample.)
19. Introduce the use of encyclopedias and an index by having students line-up alphabetically according to their family names. Ask them what volume of an encyclopedia they would be in if they were in one. If a set of old encyclopedias is available, bring them to class and hold up a volume that you would be in if you were in the encyclopedia. Emphasize the arrange-

ment of alphabetical order. If no old set is available, take the students to the library.

Give each student a copy of a page of an index. Have them look for specific items to see the reference to the volume and page number.

If the library has an on-line CD ROM encyclopedia, ask the librarian to provide instruction in how to use that.

20. Have students choose an animal, such as a mammal, insect, reptile, or bird of the jungle from a given list. (See handout, Library Research, Animals of the Jungle, at the end of this unit.) Instruct them to collect at least ten facts about the creature to prepare a written and an oral report. Emphasize the use of encyclopedias, though allow them to use other library references, too. Observe student use of the index to check comprehension.
21. To encourage vocabulary development, tell them that they should use new vocabulary words, but that they have to help their classmates understand the new word. Encourage them to introduce the new word in the report and to define it by using a well-known synonym and the technique of writing the synonym or definition after the word "or." Provide an exercise demonstrating this technique. (See *Write it Right* for an example of an exercise.) If they cannot explain the word without using an equally or more difficult word, have them draw pictures to illustrate its meaning.
22. Direct students to complete a writing process (for technique, see Pilot Unit One) to finish a final written report. Distribute copies of criteria for the final report. (See materials at the end of this unit for a possible set of criteria.)

If students are computer literate and have access to computers, encourage them to word process their final draft. Work with the computer

teacher if students are taking a computer course, and encourage students to use the animal report content for a computer project, such as a newsletter.

Collect the final reports and grade them. (See materials at the end of this unit for a sample grading form.) Include all drafts for the students' portfolios.

23. Distribute final drafts of the animal-of-the-jungle report (to be collected again later for portfolios). Group students in pairs or a group of three. Have them generate different options, such as interviews, news shows, or a straight report, that they would be comfortable with to present their written jungle creature reports as oral reports to the full group. Allow each group to be different.
24. Give time to students to work on the oral presentations. They may work in small groups if they are going to present the report in interview form, for example, or individually as the case may be. Instruct them to use only brief notes on index cards and not to read the report. Encourage them to use visual aids whenever possible to enhance meaning.
25. Have each student present his/her oral report. (See form in the material at the end of the chapter as a possible evaluation form that can be used by either just the teacher or by selected students, giving each student an opportunity to evaluate a classmate or two.) Grade the report and give as much written feedback as possible.

Name: _____ **Activity #11**

Girl Against the Jungle Test

Vocabulary. Directions: Write the **letter** of the meaning next to the correct word.

_____ 1. thunder
_____ 2. lightning
_____ 3. vultures
_____ 4. attack
_____ 5. insects
_____ 6. parcel
_____ 7. fasten
_____ 8. stick
_____ 9. maggots
_____ 10. tarantula
_____ 11. dangerous
_____ 12. terrible
_____ 13. passenger
_____ 14. jaguar
_____ 15. alive
_____ 16. crash
_____ 17. hut
_____ 18. piranhas

A. The people who ride on airplanes or buses
B. To live in the jungle alone is very _____ (unsafe).
C. The noise that goes with big rain storms after a flash of light.
D. Large birds that look for dead animals to eat
E. The airplane with the girl and her mother went down into the jungle. It _____-ed.
F. The girl used a _____ to poke into the bushes.
G. The girl found a _____ with sweets inside.
H. What hit the wing of the airplane and made it burn?
I. When an animal goes after a person or another animal, it ____s it.
J. The word that means the opposite of dead.
K. Before an airplane takes off, the flight attendants will tell you to _____ your seatbelt.
L. Another word for "bugs".
M. A big cat in the jungle.
N. A hairy spider.
O. Another word for very, very bad.
P Name of the Indian's "house."
Q. Name of the things the girl dug out of her flesh.
R. Fish with very sharp teeth.

Directions: Write the correct answer on the blank.

_____ 19. Name of the girl of the book.

_____ 20. Name of the city from which the girl and her mother flew (the capital of Peru).

_____ 21. Name of the city in the jungle where they were flying to (their home city).

_____ 22. How many days was she alone in the jungle?

_____ 23. What kind of storm did the airplane fly into?

_____ 24. What are the name of the mountains in Peru?

_____ 25. What was the only thing that the girl ate?

Directions: Write the following answers in **SENTENCES**.

26. List five of the rules of the jungle that the girl followed.

27. If you liked the book, tell me why. If you did not like the book, tell me why you did not like it.

Directions: Look at the pictures and write the name of the creature.

28.

29.

30.

31.

NB: Add photocopies of pictures from the text for numbers 28-31.

Activity #12

K W L Worksheet

K	W	L
What We Know	What We Want to Find Out	What We Learned and Still Need to Learn
Bite enemies. Use quills. Sting. Scratch. Use smells. Hide. Have special colors. Wind themselves around and squeeze and kill. Change color. Run away. Fly away.	How do animals change color? How many kinds of animals are there? How do they communicate?	Monarch butterflies eat poison as caterpillars and make birds sick. Their colors are a warning. Viceroy butterflies have the same color so they are protected. The walking stick stands still or moves like a small branch. Its color protects it. Other types of camouflage are changing colors with the seasons like the snowshoe hare. Colors help animals blend in with their surroundings. How can the monarch butterfly eat poison without being killed? Scorpions inject poison into their victims with special stingers.

NB: These are only samples of what my students wrote when I used this KWL worksheet with them.

Source: Adapted from *The CALLA Handbook* by Anna Uhl Chamot and J. Michael O'Malley, 1994, Reading, MA: Addison-Wesley Publishing Company.

Activity #13

Possible vocabulary for "Now You See Me, Now You Don't"

p. 147 harm
markings
In a flash
plunges
snatches
turn into
p. 148 feel rotten
caterpillar
p. 149 **warning** markings
tell (something, someone) apart
p. 150 **matching** spots
still as in "It still has not found . . . ."
nearby
grab
rock back and forth
branch
p. 151 Blend(ing)
defend
spit
p. 152 sense as in "the bird doesn't sense that it is there"
poke as in "poke along"
stink
p. 153 snowshoe
p. 154 hare
p. 155 wild (n.)

Name: _____ **Activity #15**

Great Cover-Up: Animal Camouflage

Directions: Write the following words on the blanks as you hear them.

attract	color	predator
blend	disguise	prey
blend	fawn	shape
borrows	hares	skeleton
bury	invisible	stripes
camouflage	markings	sunlight

1. _____ refers to _____ or _____ that animals have that make it difficult for them to be seen.
2. The color or shape is a _____ that helps them hide.
3. The _____ has white spots that helps it hide.
4. The white spots look like _____ streaming down through the leaves.
5. Its color and stripes _____ in with the tall reeds.
6. Striped _____ help many animals hide.
7. A tiger is a _____, an animal that hunts and eats other animals.
8. Its color helps it to sneak up on its victim or _____ (animals that it eats).
9. Its _____ help it hide very well.
10. Glass catfish are almost _____ because you can see right through them.
11. It is possible to study their _____ as they swim and feed.
12. Not all animals _____ in so well with their backgrounds.
13. Many animals _____ themselves.
14. Hermit crabs _____ a sea shell to live in to protect themselves.
15. Snowshoe _____ and Arctic _____ change color slowly.
16. The killdeer acts as though it has a broken wing. It is only an act it puts on to _____ attention away from its nest.

Name: _____ **Activity #18**

"Now You See Me, Now You Don't"

Vocabulary

Directions: Write the correct word on the blank. Not all words are used.

blend into	hare	snatch
caterpillar	harm	warning
defend	markings	wild (n.)
grab	plunge	

_____ 1. Two words that mean to take very
_____ 2. quickly.
_____ 3. Danger, being hurt
_____ 4. To dive
_____ 5. Place where no one lives and there are usually a lot of trees.
_____ 6. The thing that become a butterfly
_____ 7. Telling someone/something to be careful, that there is danger or something is going to happen
_____ 8. Have the same color as the things around you so that nothing sees you.
_____ 9. To protect, keep safe
_____ 10. Rabbit

Directions: Answer the following questions in sentences.

11. If a bird eats a monarch butterfly, why does it get sick?

12. How does a viceroy butterfly protect itself?

13. How are the snowshoe hare and a walking stick alike?

14. Name two types of warning markings.

15. How are monarch butterflies and skunks alike?

16. What does a skunk do to protect itself?

17. Name two things a walking stick does to protect itself.

18. How does the monarch butterfly get poison into its body?

19. Explain the word **camouflage**. Give two examples of animals or insects that use camouflage from the video that we saw.

Activity #20

Library Research Project
Animals of the Jungle

You must choose one of the following animals, insects, or reptiles to do a written **and** spoken report on. No one can do the same creature. Circle the creature you choose.

1. alligators
2. bats
3. bees
4. boa constrictors
5. butterflies
6. cutter ants
7. flies
8. frogs (poison arrow frogs)
9. jaguars
10. King vulture
11. mosquitoes
12. piranhas
13. tarantulas
14. toucans
15. sloth

Use one or more encyclopedias to find at least ten facts about your creature. Discover what they eat, how they live, how they have babies, etc. After you have written down your facts, write a first draft of a one-page report. You may also use nonfiction books to help you find facts, but you must use the encyclopedias. I want to see if you know how to use the index and find the article.

Your report must also include a neatly and beautifully done picture of your creature. The picture must be in color.

This report will also be presented orally to the class. This means that you will speak (not read) your report. Worry about this later.

Before you begin to write down any information, look through the article you find in the encyclopedia in the same way that you look through a new story in your reading book. Question it. Look at the titles, the smaller headings, the pictures, etc. Decide what is interesting to you about the creature so that you can share that information with the class.

The report must include the following things for a good grade:

I. Title Page
II. Your written report
III. A picture
IV. The titles and authors of the books you use (separate page at the end)

Activity #23

Criteria (The important things)
South American Creature Report

Name: _____

Small Things	Total Possible	Total Received
1. Page in correct order.	5	
2. Pages done neatly	5	
3. Used correct paragraphing	5	
4. Correct spelling	5	
5. Correct punctuation	5	
Big Things		
6. Good sentence structure	10	
7. Good use of grammar	15	
Total:	50	
		x 2
Final score:		
Comments: (See back) Letter Grade		

Activity #25

Name: _____
Jungle Creature Oral Report Evaluation

Name of creature:_____

1. Preparation	1	2	3	4	5	6	7	8	9	10
2. Content Explanation of difficult words	1	2	3	4	5	6	7	8	9	10
3. Speaking itself										
Loudly	1	2	3	4	5	6	7	8	9	10
Clearly	1	2	3	4	5	6	7	8	9	10
Interestingly	1	2	3	4	5	6	7	8	9	10
4. Pronunciation Articulation	1	2	3	4	5	6	7	8	9	10

Total Points _____/60_____

Letter Grade _____

Comments:

5
An Evaluation

The pilot units in Chapter 4 provide a potential racecourse for beginning level ESLIS students. These students become actively involved in the process of their education when they learn language, learn through language, and learn about their learning.

Seeing Difference as a Result of an Integrated Approach to Curriculum

My desire to design a curriculum based on TAS's sixth grade social studies curriculum combined with the language objectives of our ESL program served as the impetus to plan something that looks very different from that sixth grade social studies curriculum. A big difference is in the integrated approach to the curriculum design. This type of curriculum gives more breadth and depth and allows me to weave together different disciplines; whereas, the social studies curriculum stems from just one discipline.

Observing Constant Changes Happening

Over the past three years, I have worked with various elements of these units. It is almost as though these elements have a life of their own. They are always in flux and take on a new form simply because I continue to find new materials and new ways of looking at the same theme. For me, that is the beauty of the integrated approach. I believe that very few teachers present the same unit the same way twice. I know that I do not. I have core ideas as set down in these pilot units, but the moment that I add another variable from additional sources--both from additional reading and research, from colleagues, and from students--the form may shift significantly. I may insert a new activity, and that activity accomplishes the same goal of content-based language teaching just was well, if not better than, the one already used.

Taking Advantage of Additional Resources That Appear

New ideas really do come from various sources. I especially value the ideas, content, and new perspectives that my students give me. No two groups of students are alike, and because of their "classroom chemistry" and life experiences differ, they respond differently. I pick up on their background experiences and incorporate that into the classroom activities as much as possible. For example, one French girl this year had lived in Venezuela. When we studied *Girl Against the Jungle*, she brought in a photo album showing alligators, fishing in the rivers, and some of the jungle vegetation. I set up stations with her being the "teacher" in one station while others looked at various books showing what the jungle looks like. This gave her the opportunity to be the "expert," and I listened in to hear her classmates asking her questions and gaining background knowledge they did not have prior to that time as she responded using the target language.

Weaving Own Background into the Content

My life experiences are different from every other ESLIS teacher's. I believe, for example, that the survival/destruction pilot unit based on *Girl Against the Jungle* comes alive for me because I lived in the jungle of Peru. In fact, I lived six miles from the city to which Suzanne was flying when her plane crashed. I worked with colleagues whose children and/or siblings died in the plane crash, and I taught a girl whose father also died in the same crash. I have artifacts and pictures of the jungle that I display, and I know from personal experience what it is like to have snakes, sloths, and poisonous ants as part of my environment. So I tell my stories.

Yet I believe that these units can be used and adapted according to each person's life experiences and willingness to make content come alive for adolescent minority language learners. Life stories interest students and make

content real for them. In seeking feedback about different activities we had done in class, I received the following comments from one girl. (See Appendix F for form used.)

> The most interesting thing was "Lost in the jungle." Everything in it was very interesting and I think that if you add that you were in the jungle, that very interesting, everyone likes it. I think what helped us to learn was talking about it a long time and show how it looks like. I'm interested in the jungle.

Another student said, "You always tell us your experience and I like to listen to them." Throughout my years of teaching I have often received similar feedback, so I would encourage teachers to elaborate units as much as possible with their own "stories." Students of all ages love stories and seem to love to find out about their teachers' lives.

Writing this curriculum was an exciting and challenging experience for me because it forced me to focus on what I was doing as a teacher. I feel that any ESLIS teacher who models a curriculum after this one will benefit from looking at the integration of content and language. I benefited from working with networks that emerged as a result of trying to connect language objectives with different disciplines. It was good for me to have to write objectives that showed student outcomes. It helped me to focus and try to be as helpful as possible to coach my students in their learning process.

Reflecting on "Create-an-Island" Project

After putting into place with my two colleagues the major "create-an-island" project, I want to reflect on what it achieved. Because we did this as the last major project for a speaking/listening course and as a shorter unit in a writing course of the second level of ESL (Level I in TAS's designation of courses), students had more language proficiency than they would have had

as Introduction to ESL students. Many pieces of the project were already in place from previous teaching of content and language (for example, the language of a weather report, geographical terms, etc.). Students had reference materials from prior handouts and worksheets, and they readily availed themselves of such resources.

Cooperative group formation, however, was not an easy issue to resolve. Some of my assigned groups worked very well, and others had their share of disagreements without the maturity to deal with them. In verbal feedback after the final presentation, students shared that they would have liked to have chosen their own groups and/or at least one "friend" to be in their group. This was valuable feedback. Overall, though, the groups worked well. Once started, the students forged ahead with very limited reliance on me. I became the coach as I circulated, troubleshot problems, probed, and simply enjoyed watching them produce the end product. They used me as a resource when they needed me. As a trained speech teacher, I tried to impart helpful hints about presentations so that they would be more confident when they presented their projects.

In observing the students at work, I realized that each week's requirements, although not excessive, were too much for the groups to handle when presented to them on a handout all at once. Even though each student had a copy of each week's requirements, and even though each group had a checklist and the checklist was also posted on the bulletin board, they simply did not seem to be able to keep track of all the details. As I reminded them of different aspects of the project, they seemed genuinely surprised that these requirements were part of the assignment. If I were to do the project again, I would break these requirements down into daily or at least smaller increments for them to work on. Also, I could make several requirements clearer.

For example, one group presented a song, but did not use any language in it. My colleague had not stressed use of language (which seemed obvious to me), so we did not lower that group's grade. Another time, I would make it abundantly clear that a song needs words, not just music.

What pleased the other speaking/listening teacher and me the most was to see our students' creativity. In most cases they far exceeded our expectations with the visual aids and skit presentations. Our students prepared all final presentations very well and went beyond the minimum time limit. Both of us recognized over and over again that we were definitely working with middle school students. The students' skits, for example, were "childish" in many ways, but they dealt with middle school ideas. We were impressed, however, with the values that the students presented as their laws of their islands. They had laws, for example, to keep the environment clean and not to smoke or to take drugs.

Benefiting from Assessing Metacognitive Aspects of Learning

I profited from assessing the metacognitive aspects for each unit. I found myself being conscious of needing to add these elements and thinking about how to do it. In the process, I became aware of my own learning in ways that I would not have had I not delved into this area. In other words, I became more metacognitively aware of myself as a learner as I attempted to help students become metacognitively aware of themselves as learners. Other ESLIS teachers, doing the same thing, will find this a benefit of the process, too. I constantly tell my students that the best thing I can give them is the ability to know that they can think for themselves. Trying to make them aware of their own learning was both a challenge and a pleasure. Adapting, developing and implementing graphic organizers to assist in helping stu-

dents think clearly gave me a repertoire I had not possessed prior to writing this curriculum.

Needing to Develop Certain Areas

Though I feel I made good progress in the area of helping students become metacognitively aware, I should strengthen this area for them. I want students more aware of their learning, and I could do this by giving them clearer learning strategies' charts, such as Chamot, O'Malley, and Kupper's (1992a) Extension (see Appendix E for chart) which would be very helpful to ESLIS students. I need to be more conscious of discussing these elements with the students as I teach so that they can consciously gain control of their own learning.

Another area that would strengthen this curriculum revolves around the issue of adapting materials. As I investigatED some possible purchases for ESLIS students for TAS's middle school library collection, I discovered a retold version of *Walkabout* in a catalogue, bought a copy and read it. It is very workable for this curriculum, and is especially relevant because it is a book used in TAS's sixth grade language arts curriculum, has young people as protagonists, and is survival literature. I found other readings that could be adapted, but, to be honest, I did not take time to adapt them.

One unit that could be developed also comes directly from the sixth grade language arts curriculum. TAS's sixth grade language arts students study *Julia of the Wolves*, I transcribed the audio portion of a video, a simplified version of the book, but have not done a trial run yet with my students to check comprehensibility. I could not find a reference to track down the simplified version that the video was based on. The reference on the video was to the original book, but it is not the original text. Bibliographic data was missing on the on-line computer catalogue at TAS. Maybe I could use copies of

my transcript along with the video to teach the unit. I can easily see how this can be developed into an integrated unit that focuses on a very sad aspect of a culture--its demise. In this case, it is the demise of the Eskimo culture because of the encroachment of white, western culture. Because of the Alaskan setting, additional geographical concepts could be woven in as well as the very significant cultural information of the Eskimos.

Unfortunately, I did not incorporate the Language Experience Approach (LEA) into my curriculum. LEA is especially useful for beginning language learners and those who are poor readers (Shrum & Glisan, 1994, p. 63). This approach uses a shared context, such as a story, film, or field trip, and applies "previously learned oral language as the basis for practicing reading and writing skills." (Shrum & Glisan, 1994, p. 63) Because of my literature-based approach, I can see how this technique could have taken advantage of the shared experience of the story as the jumping off point for making reading and writing comprehensible to my beginning readers. I would recommend that others who adapt this curriculum investigate LEA's potential for their beginning ESLIS students. (For discussion of LEA, see Dixon & Nessel, 1983; Hawkins, 1991.)

A final area that needs to be addressed is my realization that I could have made this curricular material more accessible to other teachers had I used the wording of the objectives of the social studies curriculum and the ESL curriculum more closely. If I were to adapt another curriculum, I would make it clear to other teachers that this is the very stuff of their own curriculum rearranged and expanded into a different type of racecourse: an integrated one. It is possible for all teachers to do the same.

Writing in Class as Opposed to as a Home Task

A concern I have as a teacher in an affluent Asian setting is gaining a clear picture of my students' own writing abilities when I assign writing as a home task. It is common in the culture in which I teach for parents to hire tutors. Ordinarily, I like to assign certain writing practice as homework, but when I do, I find that the work turned in is often too perfect for it to reflect my beginning level students' skills. Tutors feel caught between a rock and a hard place. Asian parents like to see perfect homework papers, so tutors often do more than they should to justify their being paid good money. The tutor's writing or rewriting my students' work does not usually benefit my students. There is a fine line between helping students to learn to write and doing too much of the writing.

Consequently, I would spend more class time on major writing assignments to ensure that I receive a true picture of each student's writing. When I did have my students work during the class time, I was able to circulate, to assist students as they had questions, and to assess individual needs. These private mini conferences provided me the opportunity to assess informally students' progress and to determine any particular area in which the whole class could benefit from receiving additional instruction.

Sharing Some Students' Summative Feedback

I asked for structured feedback on the overall class. (See Appendix F for questionnaire.) One student responded, "With you we don't learn just English and English. With you we learn geography, animal's life, speeches, and stories." I hope that this integrated blend of understanding can be the experience for all ESLIS students when teachers implement an integrated, content-based curriculum.

Ending with a Reflection

A curriculum ought to be dynamic and alive. As middle school beginning language learners enter the race of their language learning and general academic education, they can do it on a racecourse that meets their individual needs.

APPENDIX A

Starter List of Publishers and Distributors of ESL Materials

The following list is a sample of companies that teachers can contact for ESL resources. Major companies usually have local or regional representatives who can provide samples of ESL materials.

Addison-Wesley
Publishing Company
Route 128
Reading, MA 01867
(Textbooks and related materials)

Ballard and Tighe, Inc.
Oral Language Programs
480 Atlas Street
Brea, CA 92621
(IDEA assessment material and related instructional materials)

Center for Applied Linguistics
1118 22nd Street
Washington, D.C. 20037
(Professional books, instructional materials)

Communication Skill Builders
3830 East Bellevue
P. O. Box 42050-MC
Tucson, AZ 85733
(Textbooks and related materials)

CTB
2500 Garden Road
Monterey, CA 93940
(Language Assessment Scales [LAS] and many other assessment instruments)

Greenwood Publishing Group, Inc.
88 Post Road West
Box 5007
Westport, CT 06881-5007
(Newsletter: *MultiCultural Review*)
Heinemann Educational Books
361 Hanover Street
Portsmouth, NH 03801-3912

Longman Publishing Company
Longman Building
10 Bank Street
White Plains, NY 10601
(Textbooks, support material)

National Dissemination Center
417 Rock Street
Fall River, MA 02720
(Textbooks, professional books, classroom kits, software)

National Textbook Company
4255 West Touhy Avenue
Lincolnwood, IL 60646-1975
(Textbooks, professional books, and related materials)

O.R.E.A. Document Scan Center
5th Floor
49 Flatbush Avenue Extension
Brooklyn, NY 11201
(Language Assessment Battery [LAB] test series)

Prentice-Hall
Prentice-Hall Building
Sylvan Avenue
Englewood Cliffs, NJ 07623
(Textbooks and related materials)

Santillana Publishing
Company, Inc.
901 West Walnut Street
Compton, CA 920220-5109
(Textbooks and related material, many in Spanish)

Scott, Foresman and Company
1900 East Lake Avenue
Glenview, IL 60025
(Textbooks and related materials)

Test of English as a
Foreign Language
(TOEFL) Program
P. O. Box 6155

Princeton, NJ 08541-6155
(Secondary Level English Proficiency
Test [SLEP] and other assessment
materials)

Source: Adapted from *English as a Second Language: 25 Questions and Answers* by Donovan R. Walling, 1993, Bloomington, IN: Phi Delta Kappa Educational Foundation.

APPENDIX B

Toward an Integrated Curriculum

Ten Views for Integrating the Curricula. How Do You See It?

Reproduced from "Design Options for an Integrated Curriculum" by Heidi Hayes Jacobs in Interdisciplinary Curriculum: ASCD, 1989.

BEST COPY AVAILABLE

APPENDIX C

CURRICULUM FOR TAIPEI AMERICAN SCHOOL

GRADE 6 SOCIAL STUDIES

Course Description

The sixth grade program is an introduction to the various social studies disciplines. As each class develops its own island culture, the students are introduced to the skills and terminology of geography, map skills, anthropology, sociology, economics and government. Students then apply these general concepts to a study of Taiwan, Asia and Southeast Asia. Current events, vocabulary development and thinking skills form an integral part of the course.

Major Resources

People and Culture, Economy Series
Our World: Lands and Cultures, Scott, Foresman
Grade 6 Chinese Culture Strands
Audio visual materials
Guest Speakers

Summary of Course Indicators

1. Skill worksheets
2. Written assignments
3. Class participation
4. Class projects
5. Quizzes, tests

Summary of Course Objectives

1. To learn basic skills necessary for the study of the social sciences (geography skills, writing and interpretive skills)
2. To develop vocabulary for the study of the Social Sciences.
3. To study the various components of the culture.
4. To willingly accept cultural differences among people.
5. To understand the culture of our host country.
6. To promote a life long interest in the Social Sciences.

Summary of Activities

1. Oral presentation

2. Class projects
3. Note taking
4. Group decision-making activities
5. Simulation games

Summary of Unit Topics

Unit 1: Who Am I? Who Are We?
Unit 2: Geography
Unit 3: Sociology
Unit 4: Anthropology
Unit 5: Problem Solving and Sharing
Unit 6: Technology
Unit 7: Economics
Unit 8, Government
Unit 9: Conclusion of Island Culture
Unit 10: Geography of Taiwan
Unit 11: History of Taiwan
Unit 12: Taiwan/Chinese Culture
Unit 13: General Overview of Asia
Unit 14: Geography of Southeast Asian Region

Unit 1: 8 Days

Topic: Who Am I? Who Are We?

Objectives: To understand ways in which individuals acquire the culture of their society; to understand that every society develops a culture that meets the needs of its members; to accept willingly cultural differences among people.

Resources

Reading in 6th grade S.S.
People and Culture, Economy Social Studies, Unit 1
Bulletin Boards
Man in Culture, Harcourt, Brace, Jovanovich
Man's Changing Cultures, Harcourt, Brace, Jovanovich
Man's Settlements, Harcourt, Brace, Jovanovich
Man in His Environment, Harcourt, Brace, Jovanovich
Man's Attitudes, Harcourt, Brace, Jovanovich, Ch. 1
People and the Traits They Share, Harcourt, Brace, Jovanovich
The World, pp. 3-9

Unit 2 2 weeks

Topic: Geography

Objectives: Students will be introduced to different kinds of maps and globes. They will use a variety of maps to learn about boundaries, directions, map keys, symbols and tables, longitude and latitude, world time zones, vegetation, climate and weather, profile, relief and contour maps. Students will draw an imaginary island, name and place it in the true world. They will be able to describe their island's vegetation, climate and physical features. They will also write journal entries of how they came to the island.

Resources

Maps, Atlases, Globes
People and Culture, Economy Social Studies, pp. S1-S16
Man in His Environment, Harcourt, Brace, Jovanovich
Success with Maps, Scholastic Skills Book
People on Earth, Scott Foreman (How People Use the Land, How People Live)
Adventures on Map Land, Filmstrip #912, US Library
World Neighbors, Unit 2, pp. 23-25
Unit 4 (Earth Resources), pp. 44-48

Unit 3 2 weeks

Topic: Sociology

Objectives: Students will understand man's primary needs - food, clothing, shelter - and man's need to live in groups. They will also enrich their vocabulary by understanding and using terms such as culture, ethnocentrism, society, cultural contact, status, artifacts; types of social scientists and what they study. Students will design and construct island shelters in accordance with climate and vegetation of their island.

Resources

Readings
Filmstrips: "Island of the Blue Dolphins"
"Robinson Crusoe"
People and Culture, Economy Series, Unit 1
Man in Culture, Harcourt, Brace, Jovanovich
Man in Groups, Harcourt, Brace, Jovanovich
World Neighbors, pp. 54-59

Unit 4 3 weeks

Topic: Anthropology

Objectives: On their island, students will study various components of culture from the origin to a developed stage. They will study the need for written communication, language, man's need to explain his existence and give meaning to unexplainable physical phenomena through mythology, and the evolvement of traditions, holidays, celebrations, and customs. Students will also learn that man found need to express himself through the arts. Students will write an island language, write "creation" myths, share oral histories with the class, adopt an island religion based on myth; create arts, crafts, and poetry as well as holidays.

Resources

Read myths, Libraries
Inquiring about Technology, Databank, Unit 6 (class set)
CTR Evolution of the Chinese Characters
Mountains are for Climbing, Harcourt, Brace, Jovanovich
Man in Culture, Harcourt, Brace, Jovanovich

Unit 5 1 week

Topic: Problem-Solving and Sharing

Objectives: Students will have cultural contact with other island cultures through sharing of their cultural components: life style, things they make and use, ways in which they earn a living, the religions they believe in, the language they speak and the way they see beauty.

Resources

"Ilians and Molans," simulation to explore the problems of ethnocentricism
Man's Attitudes, prejudices

Unit 6 2 weeks

Topic: Technology

Objectives: Within the context of their island cultures already established, students will study the basic and secondary needs of humans, the development and importance of tools, occupations of man and the importance of inventions on the world. They apply these concepts in developing their island's technology.

Resources

People and Culture, Economy Series, "The Things We Make and Use" pp. 25-28
Technology, Databank, "What is Technology?" pp. 11-42
Technology, Databank, "What is Modern?" pp. 44-94
Readings on various inventions that have affected our lives
Around the World, "What's a Tool?" pp. 224-228

Unit 7 3 weeks

Topic: Economics

Objectives: Students will develop an island economy, after studying the basic elements of an economy and comparative economic systems. Students will learn about natural, human and capital resources, barter systems, stages of economic development and develop their own money system.

Resources

People and Culture, Economy Series, "The Way We Earn a Living" pp. 28-29
Filmstrip, "The Jeans Story"
Man's Economic World, pp. 6-13
Discovering Economics, "Money," pp. 7-11
"A Lesson on Scarcity"; "The Fable of the Kingdom of Rumtumtum"

Unit 8 3 weeks

Topic: Government

Objectives: Students will develop a system of government for their island, after studying the basic philosophies of government and comparative governments. Students make their own flag, national anthem, and nation name. They will decide on a country leadership from among class members. Later, the various nations developed will be required to settle international disputes presented in simulation form.

Resources

Our World: Lands and Cultures, Scott Foresman
"Why People Form Governments," pp. 312-323
Our World: Lands and Cultures, Scott Foresman
"Meeting Crises and Seeking Peace," pp. 377-391
Around Our World, "Inventing Governments," pp. 291-320

The World, Harcourt, Brace, "A New View of Your Community," p. 114ff
The World, Harcourt, Brace, "A New View of Your Community," p. 249ff
The World, Harcourt, Brace, "A New View of Your Community," p. 377ff
The World, Harcourt, Brace, "Policy Making in Nations," pp. 255-264
The World, Harcourt, Brace, "Nations and Government," pp. 265-275
Movie, "Animal Farm"
Simulation games, "Foreign Aid," "Famine," and "Threat of War"

Unit 9: 1 week

Topic: Conclusion of "Island Culture" project

Objectives: Classes will write their own island cultures travel and tourist guide for publication and sharing and hold an "international breakfast" as a conclusion of the island project.
Resources

Sample travel guides from library

Unit 10 2 weeks

Topic: Geography of Taiwan

Objectives: The students will apply knowledge and skills gained in the study of an imaginary island to the study of a real island, Taiwan. The study (during their quarter) will follow the same format as followed first semester.

In the content area, the students will study both the physical and political geography of Taiwan. They will apply their understanding of climate, vegetation, and land forms to Taiwan.

The students will use various maps in class (city, road, country, physical, relief, political, special purpose).

The students will discuss issues relating to protection of the environment.

Resources

Success with Maps, Scholastic Skills Book
Taipei city maps, country maps, road maps
Films, slides, magazines, etc.
Guest speakers

Unit 11 3 weeks

Topic: History of Taiwan

Objectives: The students will study the history of Taiwan, with emphasis on the different groups of immigrants and their impact on Taiwan's history and culture. The students will be introduced to issues which face Taiwan today in areas of economy, population, politics, culture. The students will learn to record information from lectures, readings, films, magazines. More important, the students will become active observers and listeners in the community in which they live.

Resources

Teacher-generated readings, notes
Guest speakers
Slides, films, magazines, etc.
City tours to historic sites
Small projects related to arts
Debate

Unit 12 5 weeks

Topic: Chinese/Taiwanese Culture

Objectives: Students will study Chinese written language, mythology, religious and supernatural traits in Chinese culture and Chinese games.

Resources

Grade 6 Chinese Culture Strand, "Writing"
Grade 6 Chinese Culture Strand, "Games"
Grade 6 Chinese Culture Strand, "The Natural and Supernatural"
Readings of Chinese mythology from Grade 6 collection
Various guest speakers
Movie: "The Heart of the Dragon,"; "Medicine"

Unit 13 5 weeks

Topic: General Overview of Asia

Objectives: The students will study the history, peoples and diversity of cultures, economics, political systems of the region. China will be studied in more depth. Other countries will be touched upon briefly in class. Student will do a more in-depth study of several countries of their choice. The stu-

dents will become aware of contemporary issues facing these countries today (overpopulation, poverty, political conflict and instability, communism, etc.)

Unit 14 2 weeks

Topic: Geography of Southeast Asia Region

Objectives: Following the same format, students will complete the year with a study of the Region of Southern and Eastern Asia. Students will study the physical, political and special purpose maps of the regions. They will learn country names, capitals, geographic features. They will apply previous knowledge in the study of climate, vegetation, weather, agriculture.

Resources

World Neighbors, MacMillan, Chapter 9
Atlases, maps
Other textbooks as necessary
Films, filmstrips

APPENDIX D

OBJECTIVES FOR INTRODUCTION TO ESL AND LEVEL I

OBJECTIVES FOR INTRODUCTION TO ESL

This course is a beginning class for students with little or no exposure to English. All skill areas (speaking/listening, reading, writing, and grammar) are introduced and practiced. Students rapidly increase their vocabulary by learning words in content. They are taught basic verb tenses and how to write both cursive and printed forms of English. Students will read individually, and as a class, simple, graded stories and novels. Basic phonics and pronunciation rules are explained along with appropriate oral responses to typical situations.

Vocabulary

To learn vocabulary in groups of related words: color, clothing, occupations, common foods, household objects, places in and out of home, animals, family relationships, days and months, school classroom and environs, sports and equipment, numbers, money terms, and math terms.

To introduce use of English/English dictionary
To learn needed words to tell time in English

Grammar

To recognize and produce in sentences the following verb tenses: imperative, present simple, present continuous, past simple, and future simple
To learn basic capitalization, punctuation, and spelling rules
To learn and use accurately prepositions of location
To identify and use simple sentence structure: S V O/C

Reading

To follow basic directions on tests and in reading material
To recognize relationships between words in terms of sound and spelling similarities, e.g.. bright/light/right
To begin to guess the meaning of unknown words from context
To read simple stories and identify the main idea
To identify and describe physical and/or external characteristics of characters in a story
To identify and begin to describe basic personality traits of characters in a story

Writing

To recognize and produce cursive and/or legible printed forms of English
To identify and write numbers in words
To use basic capitalization, punctuation and spelling rules in all written assignments
To write short descriptive paragraphs
To write short summaries of what has been read, or what has been heard

Library Skills

To learn check-out procedures
To learn the location of specific materials, e.g.. magazines, easy reading books, etc.
To read books pre-selected and introduced by the librarian (book talks)

Language Skills -- Speaking

Students will be able to use the vocabulary from the following general topic areas in simple questions and answers, simple statements, and simple face-to-face conversations in standard dialect:

Common classroom objects
Colors
Arabic numbers 1-1000, cardinals and ordinals
Roman numerals I-X, C, big and small case
Dates (month/day/current year)
Clothing
Telling time
Basic math terms
Weather/seasons
Family members
Occupations
Body parts
Self-identification (nationality, profession)
School environment/personnel
Basic English grammar
Customs of native country

To be able to:
Give personal biographical information
Ask for food in restaurant/snack bar
Ask for and give simple directions
Discuss activities/hobbies
Ask for and give simple transportation information
Discuss money matters

Discuss health members
Ask for help in a post office
Discuss customs/traditions
Ask for help while shopping

To be able to use the vocabulary in situations requiring courtesy in social interactions:
Greet people and make introductions
Make appointments
Make requests
Interrupt politely and ask for clarification

To be able to use limited memorized material in simple statement or question form to:
Name/identify objects, people, places, signs
Give name, place of origin, simple personal information
Express courtesy
Express agreement/disagreement

To be able to create short sentences not limited to very familiar or memorized material to:
Get into, through, and out of a simple survival situation
Transfer current learned material to new situations and contexts
Speak loudly and clearly
Use basic pronunciation rules
Form target language sounds, including minimal pairs
Mimic rhythm and stress of target language

Language Skills - Listening

To demonstrate from the following topic areas comprehension of the given vocabulary:
Basic classroom objects
Colors
Numbers 1-1000
Clothing
Telling time
Dates (month/day/current year)
Basic math terms
Weather/seasons
Self-identification
Nationalities/professions
Courtesy expressions, e.g.. please, thank you, sorry, etc.
Money denominations

To demonstrate an understanding of:
Simple narratives on familiar topics

Simple face-to-face conversations
Simple announcements
Simple instructions

To comprehend the main idea and some supporting details of spoken vocabulary used or everyday survival on the following topics from authentic materials:

Personal biographical information
Restaurants/foods
Asking and giving directions
Activities/hobbies
Transportation
Money matters
Health matters
Post office
Customs/traditions
Shopping

To demonstrate a comprehension of the variety of vocabulary used in social situations such as:

Greetings/introductions
Making appointments
(see above list under Language Skills - Speaking)

OBJECTIVES FOR STRUCTURE I

Structure I goes beyond Intro. ESL to include six verb tenses, tag, and Wh-questions, and the use of the comparative and superlative forms. When and how to use basic prepositions and articles are stressed.

Parts of Speech

Adjectives
To learn common adjectives, including adjective opposites
To produce the comparative and superlative forms accurately

Adverbs
To learn common adverbs, including adverbs of frequency and manner
To produce the comparative and superlative forms accurately

Articles
To learn basic rules for using definite and indefinite articles

Nouns
To introduce count vs. noncount nouns

To introduce the difference between "some" and "any"
To perfect the possessive forms of nouns

Prepositions
To use basic prepositions, including prepositions of location accurately

Pronouns
To produce subject, object, possessive, and reflexive pronouns accurately

Verbs
To introduce modals

Verb Tenses
To recognize and learn present simple, present continuous, past simple, future simple, and "is/are going to"
To recognize and produce affirmative, negative, and interrogative sentences in the above tenses
To introduce present perfect

Questions
To recognize and produce tag questions in all verb tenses taught
To distinguish between Yes/No and information question
To discriminate between the different Wh- question words and to produce Wh- questions accurately

OBJECTIVES FOR WRITING I

The writing component of this level focuses on writing basic descriptions, instructions, directions, and explanations. Emphasis is placed on combining sentences and improving fluency through journal writing. Students begin to recognize and to understand the importance of an introduction and conclusion in academic writing.

At recognition level:
To be able to identify all parts of speech in a sentence accurately and confidently
To recognize basic elements of a composition: introduction, body, and conclusion
To begin to choose three reasons, example, etc. out of many to support ideas in a composition
To recognize immediately subject and verb in a sentence, and to recognize sentence boundaries.

At sentence production level:

To learn basic punctuation and capitalization rules

To make writing more sophisticated by using common subordinators in original sentences
To use common coordinators in original sentences
To begin to vary sentence length

At paragraph production level:

To be able to write basic elements of a composition on a simple level: introduction, body, and conclusion
To develop writing fluency
To be able to write basic descriptions, instructions, directions, and explanations

Proofreading Skills:

To begin to learn how to proofread own writing for typical errors: spelling, subject/verb agreement, sentence fragments, and run-on sentences

OBJECTIVES FOR READING I

Reading I introduces pre-reading skills, skimming and scanning, and guessing new word meaning from context. Students begin to understand motivational behavior of characters in a story. In addition to identifying the main and supporting ideas in a passage, inference skills are developed. Vocabulary expansion remains an important component.

Language Skills

To learn and expand basic vocabulary through literal interpretation of words and sentences
To introduce affixes
To express (written and orally) an opinion of a reading selection
To introduce the skill of guessing the meaning of new words from context
To introduce basic organization of prose in English

Literary/Interpretive Skills

To introduce inference skills
To identify main and supporting ideas
To introduce a variety of sources of ESL written material
To introduce skimming and scanning
To help develop pre-reading skills
To introduce sequencing
To introduce prediction throughout story as well as at end
To discern fact from fiction
To understand and verbalize character traits
To begin understand motivational behavior of characters

To begin to identify cultural differences between one's own culture and that encountered in reading passages

Library Skills

To become familiar with basic resource materials, e.g.. almanacs, atlases, encyclopedias
To learn the location of specific materials in the library
To read books pre-selected and introduced by the librarian (book talks)
To be able to find suitable reading for pleasure

OBJECTIVES FOR SPEAKING/LISTENING I

The geography of the world provides the content base for this course. Students listen to and give oral reports on various aspects of the world around them. Accurate pronunciation remains an important part of the course.

Language Skills - Speaking

To demonstrate clear pronunciation of vowels in minimal pairs

To be able to pronounce all consonants in initial, medial and final placement, and in minimal pairs

To be able to pronounce vowel diphthongs and consonant clusters

To be able to produce the sentence intonation required for statements, yes/no questions, and information questions

To be able to read orally from textbooks in front of one's peers with confidence, clarity, and appropriate volume

To be able to present brief oral reports to the class with confidence and clarity

To be able to ask questions designed to clarify or extend information

Language Skills - Listening

To be able to understand spoken English through the practice of listening to a variety of presentations:

1. teacher speech
2. peer speech
3. audio tape--story
4. filmstrip and cassette--geography
5. video tape--geography

To demonstrate comprehension of material through a variety of written and oral activities

Content Objectives

To be able to identify on a map and use in class conversation general geographic vocabulary

To be able to identify each continent and the major countries that comprise it

To be able to identify and locate the major cities of the world

To be able to identify the major mountains and/or mountain ranges, rivers, lakes, and other geographic features found on each continent

To be able to create an individual "country" and to include as many geographic features as possible so that it could be a viable land mass on the earth

To be able to present own "country" project in detail and have the class evaluate it according to class established standards or criteria

To be able to locate geographic features and places on a map given only latitude and longitude

To be able to calculate distances on a map when given a mileage key

To be able to calculate time in different places in the world through an understanding of time zones

To be able to give an oral presentation of limited research on one well-known explorer and to show the route they [sic] traveled

List of Books

Introduction to ESL

Structure and Writing

Skill Sharpeners 1
Practical English, Book 1
Writing Practical English, Book 1
Write it Right

Elementary Composition Practice Book 1
Supplementary:

American Streamline Departures
Word Plays
I Love English, Book 1

Reading

Words for Students of English, Volume 1
Begin in English
Longman/Oxford structured readers
Departures in Reading, A and B
Oxford Picture Dictionary

Speaking and Listening

Side by Side, Book 1
Side by Side, Workbook, Book 1
Sounds Easy
Consonants Sound Easy
Basics in Listening

Supplementary:

Jazz Chants
Jazz Chants for Children
Pronunciation Pairs
Small Talk
Even If You Can't Carry a Tune
Get Ready
Read-a-long texts with cassettes (A-V Library)

Level I

Structures and Writing

Skills Sharpeners 2
Practical English, Book s 1 and 2
Writing Practical English, Books 1 and 2
Composition Through Pictures
10 Steps to Composition
Elementary Composition, Practice Book 1

Supplementary:

English for Oral and Written Communication, Book 1
Writing to Inform
What's the Story,? Books 1 and 2
I Love English 2

Reading

Three Easy Pieces
Great American Short Stories
Words for Students of English, Volume 2
Houghton-Mifflin series: *Wings*
Wings Skillsbook
Longman/Oxford structured readers

Speaking/Listening

Essential Skills in Geography
Quick Reference World Atlas

Supplementary:

Now Hear This!
The Language of Maps
Suspicious Minds with cassettes
Skits in English
filmstrips and videos (A-V library)
miscellaneous geography games

APPENDIX E

Extension

Keep a notebook about your learning.

A. For the next week, keep a notebook about your learning. Pay attention to what you do in school. This includes: what you think, how you read, how you listen, when you take notes, when you listen hard, or when you don't listen. Use the chart below to help you.

WHAT I DO TO HELP MYSELF LEARN					
STRATEGIES	Day 1	Day 2	Day 3	Day 4	Day 5
I paid attention to the teacher.					
I took notes when I listened.					
I read the questions before I listened.					
I read the questions before I read.					
I looked at my notes later.					
I repeated new words aloud.					
I used new words in a sentence.					
I looked for information in a reference book.					
I did all my homework.					
I helped a friend with homework.					
I asked the teacher questions.					
I asked a friend questions about schoolwork.					
I guessed at new words.					

Figure 7

Source: From *Building Bridges, Content and Learning Strategies for ESL, Book 1* by Ana Uhl Chamot, J. Michael O'Malley, and Lisa Kupper, 1992. Boston: MA: Heinle & Heinle.

APPENDIX F

Writing Assignment
Class Evaluation

For tonight's homework, I want you to write to me about your thoughts and feelings about studying ESL in my class this year. This information will help me be a better teacher, so please be honest. Please be thoughtful and helpful.

I want you to **write me a letter** and answer the following questions. If you can think of anything else that would help me teach another group of students better, please add that information.

1. What things that we studied were interesting to you and helped you learn? Think about the different activities, the different stories, etc. Tell me why these were especially interesting to you. Remember, what interests you may not interest other people in your class. So it is OK to tell me what you liked.

2. What activities helped you to learn the best?

3. What things that we studied were boring to you and did not help you learn? Again, think about the different activities, the different stories, etc.

4. What did you like best about class?

5. What did you dislike the most about class?

6. What is your opinion about the class money as a way to help remember class rules? In what ways is it helpful? If you don't think it is helpful, what could we do as a class differently?

7. What did I do as a teacher that helped you the most?

8. What did I do as a teacher that kept you from learning?

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